DOCUMENT RESUME

ED 348 494 CE 061 704

AUTHOR	Freeman, Frank H., Ed.; King, Sara N., Ed.
TITLE	Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership.
INSTITUTION	Center for Creative Leadership, Greensboro, N.C.
REPORT NO	ISBN-0-912879-94-7; ISSN-1062-1474
PUB DATE	92
NOTE	645p.
AVAILABLE FROM	Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300 ($59.95; 2-49 copies, $47.96 each; 50 or more, $35.97 each).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reference Materials - Bibliographies (131) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF03 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Citations (References); College Programs; Community Programs; Curriculum Guides; *Educational Resources; Evaluation Methods; Higher Education; Instructional Films; Leaders; *Leaders Guides; *Leadership; *Leadership Training; *Learning Activities; Management Development; Postsecondary Education; *Resource Materials; Secondary Education

ABSTRACT

This book is the fourth edition in a series designed to assist instructors in planning programs and teaching courses in leadership. The book is organized in the following seven sections: (1) a list of courses and programs in leadership, arranged by institution with contact person--courses and programs at colleges and universities, programs of independent research and training organizations, precollege programs, and noncampus programs are profiled; (2) an alphabetical listing of two kinds of technologies--leadership measurement instruments (inventories, questionnaires, and surveys) and structured experiential material for use in leadership training and development (exercises, simulations, and games); (3) an annotated bibliography of books, articles, resource materials, and reference sources pertaining to leadership; (4) an annotated list of films and videos for use in leadership courses and programs; (5) an alphabetical listing of contributors to the book and others who are willing to serve as resource persons (also listed by states and by foreign countries); (6) an alphabetical list of organizations with interest in leadership studies and activities; and (7) an index by subject, personal name, and institutional name to all sections and a separate author index to the bibliography. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED348494

Leadership Education 1992-1993

A Source Book

For those planning programs and
teaching courses in leadership

Edited by

Frank H. Freeman and Sara N. King

Published by

Center for Creative Leadership
Greensboro, North Carolina

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

M. Horowitz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE061704

BEST COPY AVAILABLE

© Copyright 1992 by **Center for Creative Leadership**
One Leadership Place
P. O. Box 26300
Greensboro, North Carolina 27438-6300

ISBN 0-912879-94-7
ISSN 1062-1474

All rights reserved. Printed in the United States of America. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Center for Creative Leadership.

Published by **Center for Creative Leadership**

ACKNOWLEDGEMENTS

Most major endeavors require the work and support of many individuals. **Leadership Education 1992-1993: A Source Book** is no exception. We owe lots of thanks to various CCL colleagues and others.

Thanks to:

- Ellen Hamman for her willingness to share her expertise from the 1990 book and manage the process from start to finish.
- Mary Schwartz for her precise annotations of the 170 new entries in the bibliography and for her tireless work editing and compiling our expanded resource persons and organizations sections.
- Carol Keck for her many expert additions to the film and video summaries and for her networking skills.
- All the CCL Library staff for their many contributions.
- Erica Rutishauser for endless hours of typing and proofing.
- Joanne Ferguson for her keen eye in proofing the entire text.
- Bill Drath, Martin Wilcox and Marcia Horowitz, our publications staff, for their sage advice.
- Our marketing staff, Barbara Demarest and Ann Fitzmaurice, for their ideas and willingness.
- Members of the Leadership Development Applications group for support and words of encouragement.
- All of the contributors to this book—there would be no source book without your willingness to share your work, ideas, courses, programs, technologies, time and expertise.

The editors as well as the wider community of leadership educators owe a special thanks to Miriam Clark for having the original vision for a resource book and making that vision a reality in the first three editions. We thank her also for her many other contributions to the field of leadership education.

CONTENTS

Introduction ix

I. **COURSES AND PROGRAMS** - A list of courses and programs in leadership which are arranged alphabetically by institution with contact persons 1

Introduction to Courses and Programs 1

Section A. Courses on College and University Campuses 7

Section B. Programs on College and University Campuses 149

Section C. Programs and Resources for Professionals 235

Section D. Programs for Community Leadership 299

Section E. Programs for Pre-College Students 317

Section F. Non-Campus Programs for College Students 325

II. **LEADERSHIP TECHNOLOGIES** - An alphabetical listing of two kinds of technologies: **inventories, questionnaires and surveys**—leadership measurement instruments; and **exercises, simulations and games**—structured experiential material for use in leadership training and development. 333

III. **LEADERSHIP BIBLIOGRAPHY** - An annotated list of books, articles, resource materials and reference sources pertaining to leadership. 387

IV. **FILMS AND VIDEOS FOR LEADERSHIP EDUCATION** - An annotated list of films and videos for use in leadership courses and programs. 515

V. **RESOURCE PERSONS IN LEADERSHIP EDUCATION** - An alphabetical listing by name of contributors to this book and others who have indicated their willingness to serve as resource persons. Also for regional use, a listing is included of these resource persons by state followed by foreign countries. 541

VI. **RESOURCE ORGANIZATIONS IN LEADERSHIP EDUCATION** - An alphabetical list that does not purport to be complete of organizations with interest in leadership studies and activities. 605

VII. **INDEX** - A comprehensive subject, personal name and institutional name guide to all sections; included is a separate author index to the bibliography. 623

INTRODUCTION

Leadership Education 1992-1993: A Source Book is the fourth edition in a series designed to assist individuals planning programs and teaching courses in leadership. The idea for a resource book was introduced by Miriam Clark in 1985 when the Center for Creative Leadership became more involved in leadership education at the college and university level. The three editions of the Source Book were printed in 1986, 1987 and 1990.

Continuous improvement and expansion have been the two themes for this 1992-1993 edition so that the Source Book remains a useful and valuable resource for our many readers. As in the 1990 edition, we have included leadership programs beyond the college and university setting and our readership has expanded to most anyone interested in leadership education. Of course, we welcome any thoughts you may have about additional improvements.

Following is an outline of the various sections, changes from previous editions and suggestions of ways to use the Source Book.

The first part of the Source Book includes course and program descriptions in leadership studies and development. These descriptions are of a wide variety: an undergraduate business leadership course; a graduate course on leadership behavior and organizational change; an entire department where the curriculum is devoted to leadership; professional school programs; high school programs; and summer internships. This edition contains only new entries; we would not accept submissions that were printed in an earlier edition unless there were substantial changes. For more specific details, consult the table of contents page for each section.

Changes in the **Courses and Programs** sections are primarily organization or format related. In the past, we would reprint the entire bibliography used with each course; now we simply list the major texts and add all supplementary readings to the bibliography section of the book. We have also attempted to put most courses into a similar format for easier reading and comprehension. We think you will find the layout more approachable.

The newest and perhaps most exciting addition is the **Leadership Technologies** section. This section includes leadership measurement instruments as well as structured exercises, games and simulations related to leadership. We know the selection is not exhaustive, and we hope that we will hear from many of you about technologies you are presently using so we can disseminate information to many who are looking for more instruments and experiential methods.

The greatest amount of expansion has occurred in the **Films and Videos** and **Resource Organizations** sections with each practically doubling in size. Specific improvements are described in the introductions to each section. The **Bibliography** is thirty percent larger with new entries highlighted. There is also a **Resource Persons** section which continues to be a current and valuable network of individuals involved in leadership education.

There are a variety of ways in which the Source Book could be used; following are a few ideas. If you are in the initial stages of developing a leadership course or program, it might behoove you to spend time looking at the variety of descriptions to get a sense of the various philosophies, methods and designs used to teach leadership education. Some focus on one discipline; others are interdisciplinary. If your focus is already fairly certain, a one-line description of each course or program is provided in the contents section as a guide. This will enable you to locate courses or programs which may be similar. Also, the major texts outlined in most descriptions will give you an idea of the most current and well-thought-of writings on the subject of leadership. And, most certainly, the annotated bibliography and films and videos sections may be of help.

If you've been teaching in a course or program for quite some time and are looking to make some changes, consult the Leadership Technologies section for some new ideas. Instruments measuring various aspects of leadership and exercises of varying lengths could provide new and unique ways of learning. Also, investigate the new entries in the bibliography as well as the films and videos. If you are seeking money to fund a new project related to leadership, consult the Resource Organizations section for foundations that provide leadership grants.

Finally, don't forget to consult the index for specific needs. It provides subject access to all sections of the Source Book. For example, under the term *outdoor leadership* you will find courses, organizations, people, exercises and publications related to this concept. The index also provides author access to the bibliography and access by instructor name to the courses and programs.

I. COURSES AND PROGRAMS

INTRODUCTION

It isn't our usual practice to print papers on leadership given the purpose of this Source Book. However, the following paper, sent to us by Fred Waldstein, was enlightening and stimulating. It isn't often that we see leadership defined and the concept of leadership education framed for an entire institution. This paper is used as a guiding principle for all leadership activities and courses at Wartburg College. One of those courses is printed in the following section, and it uses a unique approach by having students design a large part of the syllabus.

The appearance of this article does not constitute complete endorsement of its contents by the Center for Creative Leadership nor the editors, but it is worth reading, and it is worth thinking about and identifying one's own approach to leadership education so as to engage students in a lively discussion as they pursue their own ideas about leadership.

Leadership Education at Wartburg College

by
Fredric A. Waldstein

Wartburg College has defined leadership as "taking responsibility for our communities, and making them better through public action." Wartburg has accepted the mission of educating its students to appreciate the leadership roles they must assume in addressing those issues which face the world into which they will graduate. This is predicated on a sense of civic responsibility which holds that everyone can and ought to contribute to society. Indeed, the quality of life under a democratic government is dependent upon the existence of an informed, responsible citizenry. The goal of leadership education at Wartburg College is to help students explore and appreciate the potential contributions they can make toward this end.

THE CONCEPT OF LEADERSHIP EDUCATION

Perhaps the most important question posed when contemplating the concept of leadership education is, "how does one teach leadership?" This single question may be divided into three related questions:

1. Can one identify characteristics of leadership?
2. Are these characteristics "learned" in a manner that allows them to be analyzed and tested?
3. Can this learning experience be nurtured in a formal academic environment?

Several underlying assumptions have informed the way in which these questions have been addressed at Wartburg:

1. the formal academic environment is an appropriate forum to investigate the questions posed above;

2. leadership education must be voluntary;
3. leadership education must be ethical;
4. everyone (faculty, students and staff) can contribute to leadership education, and it should not be segregated into a separate program or discipline controlled by self-defined leadership experts.

A brief comment on the rationale for adopting these assumptions is in order. The first assumption, students can be educated to appreciate their leadership potential, is largely an article of faith. Because the program is new and because of methodological problems associated with measuring the effect of leadership education on leadership outcomes, there is no assurance that a direct quantitative measure will be forthcoming in the near future. While assessment is important, it should not be a detriment to experimental programs for fear that assessment may be difficult.

The second assumption, leadership education must be voluntary, is based on the premise that the United States has traditionally depended on the spirit of volunteerism.[1] Democracy is an organic process, the success or failure of which is largely dependent upon the commitment of its citizens. A spirit of volunteerism, defined as "a person who enters or offers to enter into any service of his own free will,"[2] is consistent with, if not a necessary condition of, democracy. As a matter of practice, most entry-level opportunities to become involved in community are in voluntary organizations.

The necessity of ethical leadership is beyond doubt for most people. At the same time, it would be presumptuous to claim consensus about what constitutes ethical leadership. The definition of leadership offered above implies an ethical context dependent upon service to community. Each of us may serve our respective communities in a variety of ways that are not easily described in a few words. But one may at least identify some requisites. For example, community should be described inclusively rather than exclusively, both in terms of process and outcomes. Because leadership education is intended to encourage students to be good citizens, one would expect the advocacy of behavior consistent with democratic values and their concomitant rules of fairness.

The fourth assumption, everyone can contribute to leadership education, is rooted in the value of dialogue as an educational process that stimulates life-long learning.[3] Our individual backgrounds and experiences are unique. Each of us has something to teach and something to learn about how to think independently and critically, and how to resist "groupthink" which is antithetical to the free and open exchange of competing ideas necessary for robust participatory citizenship.[4] Consequently, we expect the ability to promote leadership education to correlate highly with the ability to encourage individuals to engage in dialogue with a broad and diverse constituency of fellow collaborators. The search for continued educational development through dialogue seems counterintuitive to leadership education that is perceived to be segregated into a specific course or set of courses, department, or program administered by "experts" in the field. As a society we need to become less reliant on experts of all kinds and assume more responsibility as individual citizens for the well-being of our communities.

---

[1] This phenomenon was recognized as early as 1835 by Alexis de Tocqueville in his classic treatise, *Democracy in America.*

[2] *Webster's New World Dictionary of the American Language* (1953). New York: World Publishing Co.

[3] Friere, Paulo (1970). *Pedagogy of the Oppressed.* New York: Continuum Publishing Co.

EXAMINING THE DEFINITION OF LEADERSHIP

There is no single definition of "leadership" (a holy grail) that we must somehow discover to be successful in the enterprise of leadership education. Rather, each community, institution and organization (indeed, each individual) must define "leadership" in a manner that complements and reinforces its *raison d'être.* Wartburg College has tried to develop a definition of leadership that makes sense for Wartburg College--one that allows it to incorporate elements of its heritage. The concept of leadership is defined to reaffirm a traditional Wartburg mission to educate its students to appreciate their worth as humans through stewardship toward humankind. The moral and ethical roots of this tradition are found in the basic parameters of the College's Christian heritage. How one gives meaning and relevance to that tradition in the contemporary world is a vital challenge. Leadership education is perhaps one way of meeting this challenge. Wartburg's definition of leadership, "accepting responsibility for our communities, and making them better through public action," draws upon the College's heritage of vocation and stewardship and reinforces these at a conscious level of perception.

Crucial to the definition proffered is an understanding of the term "community." Is "community" used as a tool to segregate or integrate, to discourage diversity or celebrate it? *The Oxford English Dictionary* informs us that community derives from the Latin word, *communis,* meaning "fellowship, community of relations, or feelings." Another interpretation is: "life in association with others." Here, community becomes an inclusive term whereby the individual achieves identity through his or her relations or associations with others. Most individuals are associated with many communities which extend and blend like concentric ripples in a pond. Included among these are: family, neighborhood, church, school, place of employment, social and civic organizations, municipal, county, state and national governments, the community of humankind, and finally the community of the planet Earth. Many of us have difficulty appreciating community, as we move to rings further from the self at the epicenter. One of the challenges of leadership education is to develop the individual's appreciation that all communities are valuable, and that what happens in the community of humankind or the world at large can have profound influences on those communities with which we tend to identify more personally.

---

[4] Janis, Irving L. (1972). *Victims of Groupthink.* Boston: Houghton Mifflin.

Introduction

Using this sense of community, let us examine more closely the two clauses of our definition of leadership. First clause: "accepting responsibility for our communities." This is the self-awareness or consciousness-raising phase of leadership education. Leadership education ought to make the individual more sensitive to the self-satisfaction that may be derived from at least two realizations, each of which may be identified as a developmental stage:

1. Appreciation that the individual can make a difference as a result of his/her efforts (personal empowerment). The personal empowerment stage of this self-awareness phase has been in existence for some time. The Dale Carnegie program for self-improvement is but one long-standing example.
2. Appreciation that the individual can experience personal growth and a better sense of self as a result of participating in community, however the individual chooses to define it. This second stage is a more recent development, and, to my knowledge, is only recently being linked with the concept of leadership. I believe one can identify at least two elements of this stage:
   a. recognition that a great sense of self-fulfillment comes from sharing with and giving to others; and
   b. recognition that this is not an altruistic exercise. The individual will take away from the shared experience at least as much as he or she gives to it (dialogical education).

Self-awareness and skills development training are necessary but not sufficient conditions for developing leaders. Leadership potential not translated into action is wasted potential. Leadership has limited value or utility apart from the communal context in which it must be exhibited to be recognized.

Thus, we turn the focus to the second clause, "making them [communities] better through public action." This may be identified as the engagement phase. Public action means taking public risks, which can be inhibiting. Once the individual has developed a given level of awareness or understanding about his or her obligation to community, she or he must be encouraged and provided opportunities to cross the threshold from the private to the public sphere.

That aspect of leadership education which most interests me personally is providing opportunities for students to "field test" the leadership skills they have acquired in a nurturing environment with an adequate support system. How one does this effectively is a critical challenge. We are using four components to meet this challenge.

METHODOLOGY

The methodology developed to promote leadership education at Wartburg is comprised of four components:

1. skills development and self-awareness workshops
2. mentoring program
3. academic course work
4. community outreach/community service

A brief comment about each may be helpful, although these components or some combination thereof have been used in other settings to serve a variety of ends. The first two components are intended to help raise individual consciousness about responsibility, commitment, and how these can translate into effective leadership. The workshop component is designed to help students identify their personal strengths and develop an understanding of those characteristics which leaders appear to manifest. Topics include: values clarification; motivation and empowerment; effective communication skills; appreciating differences; contemporary leadership issues; personal goal setting; and societal dimensions of leadership.

The second component is a mentoring program which matches student protégés with role models who make prominent contributions to their communities. The mentoring program is designed to offer students a non-academic, informal learning opportunity through a one-on-one personal relationship. The purpose of the mentoring program is to broaden student horizons by helping them appreciate that the typical community leader is not so different from themselves. The hope is this will encourage the student to reflect upon his or her own goals and priorities.

The third and fourth components speak more to the engagement phase of leadership. Academic course work is intended to offer a setting where leadership theories and practices are studied simultaneously, each informing the other. Students are expected to help design the syllabus and lead the discussion. Four concepts are being employed within the context of academic course work.

1. The individual must identify for him or herself a community and a problem or issue that the community ought to address and design a program to address it. This becomes the individual's class project.

2. The project ought to provide a relatively high probability for success to make the experience a positive one. Therefore, students are encouraged to identify and articulate concrete and attainable goals.

3. Simultaneously, students ought to be encouraged to stretch beyond their past experiences. I tell my students that, in the implementation of their projects, if they do not encounter unanticipated obstacles they probably have not challenged themselves sufficiently. We learn and grow by encountering new challenges.

4. Students need constant reassurance that lack of success and failure are not identical. Failure is defined as the absence of a learning experience. Consequently, the only people who fail are those who never undertake new challenges and ventures.

The expectation for community service is taken seriously by the students. Sample projects which illustrate student commitment are the development and implementation of a campus-wide white paper recycling program, the production of a promotional videotape for the local senior citizens' center, a survey and study of substance abuse among students, the development of an "acquaintance rape" seminar, and the creation of a church youth group in a neighboring municipality. These are projects for which students and others perceive substantive results from their effort. The College is committed to providing role models for students by encouraging faculty and staff to play an active role in their communities. The community service component is intentionally open-ended to encourage community service in a broad range of contexts. The success of leadership education depends ultimately upon individual commitment to participate actively in the public sphere independent of the academic curriculum.

CONCLUSION

The preceding is intended to outline some of the thinking about leadership education that has manifested itself at Wartburg College. I should hasten to add that this is a dynamic, not a static, process. If our conception of leadership is precisely the same two or three years from now, I will be very surprised. If the enterprise is to be successful, it will change to represent the changing interests and attitudes of the students who make leadership education relevant.

Simultaneously, the College remains committed to promoting those values which encourage a sense of civic responsibility to community through public action. For example, raising the individual's consciousness to a sense of global community will be given increased attention. We believe that we can maximize growth as individuals, and as members of the Wartburg community, when we embrace new cultures and ideas which present alternative challenges and opportunities that take us beyond our present levels of experience. Increased awareness and appreciation of diversity (global and local) will help us grow as a community and as individuals to the benefit of this fragile planet Earth as we take responsibility for the community of all humankind, and act appropriately.

SECTION A

COURSES ON COLLEGE AND UNIVERSITY CAMPUSES

The only shared elements among all of these courses is simply that they are courses and not programs, and each contributed something of value which we believe would be useful to you. The variety among them is extensive. Some are targeted for the undergraduate level; others for the graduate level. Some offer academic credit and others do not. Some draw on one of the traditional disciplines such as psychology, sociology or political science while others are interdisciplinary. Some are primarily supported by student affairs; others combine curricular and co-curricular activities. Some focus on fairly traditional teaching methods while others use a more experiential approach.

The range of focus among these courses is quite large--an outdoor wilderness course, a leadership course designed specifically for women, a business course on responsible leadership, a course for leaders in agricultural settings, a public policy course for community leadership and a course to develop ministry leaders--to name a few. If you are particularly intrigued by the content or methods presented, contact the person whose name appears with the course for more information. If you are in the process of updating or creating a new course, let us hear from you.

TABLE OF CONTENTS

Columbia College, Columbia, SC - Diane L. Thompson 10
An undergraduate leadership course for women.

Kutztown University, Kutztown, PA - Frank A. Bucci 17
A graduate seminar on leadership for students specializing in student affairs.

Loyola University, New Orleans, LA - Michael A. Cushman, J. Randolph New 23
Undergraduate business leadership course focused on responsible leadership.

Nebraska Wesleyan University, Lincoln, NE - Sara A. Boatman 30
The relationship of leadership to communication, with emphasis on leadership styles, gender issues, influence and empowerment.

New York University, New York, NY - Richard J. Campbell 34
An undergraduate psychology course examining leadership theory, research and practice.

North Country Community College, Saranac Lake, NY - Jack K. Drury 39
A thirty-three day outdoor expedition providing opportunities to practice leadership.

Ohio State University, Columbus, OH - R. Dale Safrit 47
Leadership theory and practice relative to agriculturally related settings.

Pepperdine University, Malibu, CA - Richard L. Dawson 53
Freshman seminar on leadership emphasizing practical application in the college setting.

Pittsburg State University, Pittsburg, KS - E. W. Hollenbeck 57
A three-credit course examining leadership and motivation.

Purdue University, West Lafayette, IN - Stephen G. Green 60
Graduate business course focusing on leadership from a managerial perspective.

Saint Paul School of Theology, Kansas City, MO - Lovett H. Weems 65
Course exploring the elements of effective leadership in the church.

Santa Clara University, Santa Clara, CA - Barry Z. Posner 68
Undergraduate business leadership course focusing on leadership skills and the process of leading and following others.

Southern Baptist Theological Seminary, Louisville, KY - Ernest White 70
Course focusing on the development of ministry leaders.

Stanford University, Stanford, CA - Timothy K. Stanton 77
A public policy/urban studies course on community leadership.

Texas Tech University, Lubbock, TX - Judith Henry 83
Advanced leadership seminar on leadership styles, preferences and tendencies.

Troy State University, Troy, AL - Jack Hawkins, Emma Coburn Norris 85
Capstone course in the University Honors Program.

University of Colorado, Boulder, CO - Adam J. Goodman 88
Four courses engaging leadership challenges at four levels: the individual, the organization, the community and the global.

University of Florida, Gainesville, FL - Elizabeth B. Bolton 98
Advanced undergraduate or graduate course designed to develop competencies for leadership in community organizations.

University of Maryland, College Park, MD - Nance Lucas 101
Two courses: an interdisciplinary course on women and leadership and a course on the fundamental elements of leadership.

University of Nebraska, Lincoln, NE - Roy D. Dillon 110
Two leadership courses for international students to enhance the application of technical and research skills when returning home.

University of North Carolina, Chapel Hill, NC - Eugene R. Watson 112
Leadership behavior and organizational change in educational settings.

University of Puget Sound, Flower Mound, TX - C. W. Millard 116
Leadership theory and practice in a school of business and public administration.

University of South Carolina, Columbia, SC - Kenneth L. Schwab, James H. Rex 123
The study of leadership in general with special emphasis on the principles of leadership in higher education.

University of Southern California, Los Angeles, CA - Judi Biggs 127
Course focusing on the sociological and psychological perspectives of women's career development in business.

University of Southern California, Los Angeles, CA - Judi Biggs 130
Organizational leadership with an emphasis on leadership within the Greek environment.

University of Vermont, Burlington, VT - Robert Larson 133
Seminar devoted to students developing an operational theory of leadership.

University of Virginia, Charlottesville, VA - Larry E. Decker 138
Graduate course in educational administration using leadership assessments and programmed simulations.

Vanderbilt University, Nashville, TN - William A. Jenkins 141
Graduate business leadership course with unique components.

Wartburg College, Waverly, IA - Fredric A. Waldstein 145
Leadership theory and practice course where students participate in the design of the syllabus.

Columbia College
Department of Human Relations
Columbia, SC 29203

Diane Thompson
(803) 786-3687

Introduction to Leadership Skills - 290A

PURPOSE

The purpose of this course is to facilitate the development of a basic understanding of leadership skills and provide an opportunity for students to practice skills which are associated with effective leadership. Columbia College is a women's college; therefore, special issues related to women as leaders are also addressed.

INSTRUCTOR GOALS

- to prepare students for leadership roles by providing a basic understanding of effective leadership
- to utilize various modes of instruction, including small group work, lectures, discussions, simulations and guest speakers
- to utilize teaching aids such as videos, films, hand-outs and exercises
- to provide explanations of all assignments and review and provide feedback on quizzes and assignments
- to utilize activities and role plays which allow students to apply skills

COURSE GOALS

Students will:

- Develop a broader understanding of leadership, including the diverse traits associated with leaders, the need for self-confidence and self-development, the practices and skills of effective leaders and the expectations of followers.
- Explore and assess the concept of feminine leadership.
- Examine the use of power and the importance of risk taking.
- Assess personal strengths and the implications for leadership roles.
- Understand basic principles for interpersonal effectiveness.
- Demonstrate the use of interpersonal skills (active listening, feedback, assertive communication).
- Implement the steps associated with decision making and problem solving.
- Understand principles associated with creating a vision, collaborating and developing trust.
- Implement the steps in goal setting.
- Know how to effectively conduct a meeting.
- Assess and compare the behavior of group leaders and group members.
- Examine the life and accomplishments of an effective leader including the leader's personal values, unique traits and ability to motivate others.

COURSE OBJECTIVES

The course is comprised of five units. Following are the objectives of each unit.

Unit I: Effective Leadership

Students will be able to:

1. Compare at least three definitions of leadership and formulate a personal definition of effective leadership.
2. Identify traits and actions which are associated with leaders.
3. List and describe the five practices and ten commitments of exemplary leaders.
4. Identify and describe at least three societal and community problems which are being addressed by leaders.
5. Discuss the concept of self-development and its relationship to leadership.
6. Describe the interaction of personal values and leadership.
7. Describe the values, traits and skills that followers expect of leaders.
8. Identify the impact of constituents' needs and perspectives on leaders.

Unit II: Women as Leaders

Students will be able to:

1. Debate the concept of "feminine leadership."
2. Explain the role that socialization plays in the development and acceptance of women leaders.
3. List at least three techniques women can employ to overcome stereotyping and other barriers.
4. Assess their own strengths and the implications for leadership roles.
5. Compare the sources of power.
6. Examine three factors which influence the use of power.
7. Relate the concept of "risk taking" to their own lives.
8. Explain the relationship of risk taking to change/coping with change.
9. Evaluate the role of a woman leader, including her traits, skills and successes.

Unit III: Interpersonal Effectiveness

Students will be able to:

1. Explain the concept, "setting the example."
2. Define the four components of active listening.
3. Compare the three methods of communication: passive, assertive, aggressive.
4. Demonstrate the ability to communicate assertively.
5. Demonstrate the ability to use the communication skills of clarification and paraphrasing.
6. List at least four guidelines for giving appropriate feedback.

7. Demonstrate the ability to give appropriate feedback.
8. Apply the steps of decision making and problem solving.
9. Formulate three ways to "reward" others which are diverse and reasonable.
10. Describe at least two techniques for enabling others to achieve.

Unit IV: Creating a Vision and Goal Setting

Students will be able to:

1. Define the components of creating a vision.
2. Formulate strategies for facilitating collaboration.
3. Describe strategies for motivating others.
4. List guidelines for developing and maintaining trust.
5. Describe the rationale for short term success/objectives.
6. Formulate three guidelines for managing change.
7. List at least three strategies for obtaining and strengthening the commitment of "followers."
8. Apply the steps in goal setting.
9. Evaluate the impact of the "environment" (e.g., crises, economic conditions) on the success of a leader.

Unit V: Group Dynamics

Students will be able to:

1. Define at lease three maintenance and at least three task roles performed by leaders and group members.
2. Describe at least four disruptive behaviors demonstrated by group members.
3. Select and describe how at least three strategies could be applied to handle disruptive behavior in a group.
4. Explain the three steps necessary when preparing for a meeting.
5. Prepare an agenda for a meeting.
6. Describe at least three environmental factors which should be considered when preparing for a meeting.
7. Formulate at least three techniques for encouraging active participation in a group.
8. Assess group leader behavior.
9. Assess the roles carried out by group members.
10. List at least five guidelines for conducting effective and efficient meetings.

COURSE CONTENT

1. **Effective Leadership**
    A. Introduction
        Defining Leadership
        Diversity and commonalities of effective leaders

- Learning to lead
- The role of self-confidence
- The need for self-development
- Current societal and community problems being addressed by leaders

B. Practices and Commitments
- Challenging the process
  - Search for opportunities
  - Experiment and take risks
- Inspiring a shared vision
  - Envision the future
  - Enlist others
- Enabling others to act
  - Foster collaboration
  - Strengths of others
- Modeling the way
  - Set the examples
  - Plan small wins
- Encouraging the heart
  - Recognize individual contributions
  - Celebrate accomplishments

C. Followers' Expectations of Leaders
- Characteristics that followers admire
- Credibility as the foundation of leadership
- Effective leader-constituent interaction

2. **Women As Leaders**

A. Feminine Leadership
- Defining feminine leadership--fact or myth?
- Role of socialization
- Overcoming stereotyping and other barriers

B. Assessment of Self: Strengths and potential for leadership

C. The Use of Power
- Categories of power
- Factors which influence use of power

D. Risk Taking
- The importance of taking risks
- Attitude toward and coping with change
- Learning from mistakes

3. **Interpersonal Effectiveness**

A. Setting the Example
- Being a role model
- Acting upon values

B. Interpersonal Skills
- Active listening (paraphrasing, clarifying)

  - Use of empathy and feedback
  - Assertive communication
- C. Decision Making/Problem Solving
- D. Recognition of Others
  - Enabling others to achieve
  - The need for diverse rewards
  - Strategies for recognizing individual accomplishments

4. Creating a Vision and Goal Setting

- A. Envision the Future
  - The importance of looking forward
  - The meaning of vision
- B. Facilitating Collaboration
  - Developing cooperative goals
  - Steps in goal setting
  - Developing and sustaining trust
- C. Planning and Implementing "small wins"
  - Experimenting and establishing small or short-term objectives
  - Managing change
  - Obtaining and strengthening commitment

5. Group Dynamics

- A. Facilitating Small Groups
  - Roles of leaders and group members
  - Types of disruptive behavior
  - Techniques for handling disruptive behavior
  - Techniques for encouraging active participation
- B. Conducting Meetings
  - Planning and agenda preparation
  - Environmental factors
  - Guidelines to conducting meetings
  - Assessment of leader behavior

TEXTS

Kouzes, James and Barry Z. Posner, *The Leadership Challenge*.
Books on Reserve: Barker, Larry L., *Groups in Process*; McKay, Matthew, *Messages*; Loden, Marilyn, *Feminine Leadership*.

ATTENDANCE POLICY

Class meets once a week for one hour and forty-five minutes. It is the policy of this instructor that students attend approximately 80% of the classes; thus, no more than three absences (excused and unexcused) are allowed.

REQUIREMENTS

1. Each student is expected to read all assignments and participate in class discussions, exercises and simulations. Assignments are 60% of the grade and quizzes are 40% of the grade.
2. Each student is expected to complete all papers as outlined in the guidelines provided. Five points will be deducted for each day a paper is late.
3. Each student is expected to be prepared for guest lecturers and to participate in the discussions with the lecturer.

Following are assignments given in Leadership 290A.

Assignment I

Interview a woman leader and respond to the following:

1. Provide a brief description of the leader and her position or role.
2. What does she feel her greatest achievements have been?
3. Did she experience any "failures"? How did she benefit from these "failures"?
4. Describe an example of a time she "took a risk." What was the outcome?
5. What barriers does she feel that women leaders face today?
6. What is your reaction to her response? (Do you agree, disagree, etc.)
7. What advice would she give to potential women leaders?
8. What leadership qualities do you feel this woman demonstrates?
9. What are your reactions to and impressions of this leader?

(Length: 4-5 typed pages, 20% of grade, 5 points deleted for each day late)

Assignment II

Select a biography or an autobiography of a leader you admire. The paper should address the following:

1. The Leader as a Person

Give a brief summary of this person's life.
Why did you select this leader? (What impresses you about this leader, etc.?)
What personal values were reflected in this leader's accomplishments?
What personal traits, skills contribute to his/her being an effective leader?

2. The Leader and Other Systems

What "environmental" factors influenced this leader? In what ways?
Was there opposition to this leader? Why? How did the leader "handle" opposition?
What were the expectations of his or her constituents?
What strategies were used by this leader to influence others?

3. Personal Commentary

What about this leader do you like best? least?
What did you learn about leadership as a result of reading this book?
In what ways are you similar to/different from this leader?
Closing comments (identify any further information you would like to relate regarding this leader, the assignment, leadership. . .).

(Length: 5-6 typed pages, 25% of grade, 5 points deleted for each day late)

Assignment III
Observe a meeting being conducted and evaluate the dynamics of the group and the leader's behavior by addressing the following:

1. Planning/Agenda

Provide a brief description of the meeting and how it was conducted, including whether it was organized, began on time, objectives stated clearly, etc.

2. Group Dynamics

Describe the leader's role and assess whether the leader was effective or ineffective.
Describe the roles played by various group members.
How was problem solving/conflict resolution/decision making approached?

3. Outcome/Evaluation

Identify the outcome of the meeting.
Describe a technique or strategy that the leader could implement to evaluate the results of the meeting.

(Length: 3-4 typed pages, 15% of grade, 5 points deleted for each day late)

Kutztown University
College of Graduate Studies
Kutztown, PA 19530

Frank A. Bucci
(215) 683-4204

Seminar in Leadership in Student Affairs

COURSE DESCRIPTION

This seminar will provide students with opportunities to learn about leadership, and acquire and enhance personal leadership skills in a student affairs setting. It will focus both upon leadership as a field of study, and upon the personal leadership development of each enrolled student. It introduces students to the several styles, characteristics and practices of leadership and examines dimensions of leadership in different settings. Students will serve as assistant advisors or co-advisors of campus organizations.

COURSE OBJECTIVES

The course objectives will be achieved when students, verbally, in writing, or in practice, demonstrate the following knowledge and skills:

- A recognition of differences in several theories of leadership behavior
- An awareness of the characteristics and effectiveness of several styles of leadership
- An in-depth understanding of the traits of a specific leadership style as demonstrated by an appropriate leader
- A recognition of the relationship between leadership theory and applied leadership behavior
- An ability to identify the relationship between leadership, followership, advisorship and mentoring behavior
- An understanding of leadership/management and leadership/followership behavior
- A comprehension of the role of leadership and followership behavior in a student affairs undergraduate organizational setting
- An ability to analyze leadership and followership behavior in a student affairs undergraduate organizational setting
- A recognition of one's own characteristics of leadership behavior and formulation of one's own personal leadership style
- An improvement and competence in one's own personal leadership, followership, advisorship and mentorship role model behavior in a campus organizational setting
- A competence in facilitating group exercises in one or more areas: parliamentary procedures, decision making, goal setting, consensus building, member participation, conflict resolution, time and stress management and open communication
- An improvement in poise, self-confidence, oral communication, written expression, reading and listening proficiency

INSTRUCTIONAL STRATEGIES

The course content will be presented through readings, lectures, class discussions, student reports of group and individual assignments, simulation exercises, peer and professor processing of student participation in outside leadership activities, advisement and mentoring experiences. While the professor will present some concepts, more time will be devoted to the experiential format where members participate, discuss and share reactions and experiences with each other and the professor.

TEACHING PHILOSOPHY

We are all learners. We are all teachers. We are, to a large degree, responsible for the education of each other. I will attempt to facilitate the class to that end.

> "The best teacher for any student is another student." A. W. Chickering

EXPECTATIONS

- Regular and punctual attendance
- Punctual completion of all assignments and readings prior to class
- Active involvement in learning of self and others
- Thorough and high quality class reports which are not read verbatim
- Factual and grammatical accuracy in written reports
- Quality class participation
  - Level of interaction with peers and professor
  - Scope and depth of questions raised
  - Introduction of relevant ideas from experience and professional literature
- Papers to be typed, double-spaced, 4-8 pages in length as appropriate, exclusive of bibliography. APA style will be followed.

EVALUATION

Timely and quality completion of required assignments	50%
Meaningful participation in class discussion	30%
Final Evaluation	20%

REQUIRED TEXT

Rosenbach, W. and Taylor, R. (1989). *Contemporary Issues In Leadership* (2nd ed.). San Francisco: Westview Press

SUPPLEMENTAL TEXTS

Available on three-hour reserve at Circulation Desk at Rohrbach Library:

Fiedler, F. (1984). *Improving Leadership Effectiveness: The Leader Match Concept.* (2nd ed.). New York: Wiley Press

Garfield, C. (1986). *Peak Performers.* New York: Avon Books

Kouzes, J. and Posner, B. (1989). *The Leadership Challenge.* San Francisco: Jossey-Bass

Available upon inquiry at Reference Desk at Rohrbach Library:

Publication Manual of the American Psychological Association (1983). Hyattsville, Maryland: American Psychological Association

SCHEDULE OF TOPICS

Session	Topics/Assignments
1	Introduction, Objectives, Syllabus Review, Diagnostic Assessment
2	Confirmation of Organizational Affiliations Self-Assessment Project Discussion, Leadership Overview Processing of Organization Affiliations Reading: Rosenbach & Taylor, Foreword & chapter 4
3	"Where Have All The Leaders Gone?" Reading: Rosenbach & Taylor, chapter 1
4	Educational Leadership Guests: Dr. Russ Bumba, Dean for Student Services Dr. David Valuska, President, University Senate Undergraduate Student Leaders Prepare Individual and Organization-related Presentations
5	Stress and Time Management combined session with Undergraduate Student Leaders Prepare Individual and Organization-related Presentations
6	Learning to Become a Leader. "Are Leaders Born or Made?" Trait and Great Man Theories Processing of Organizational Affiliations Reading: Kouzes & Posner, chapter 13
7	Leadership Characteristics, Tasks and Performance Leadership, Headship and Managership Educational Leadership Model Reading: Rosenbach & Taylor, chapters 2 & 3
8	Educational Leadership Guest: Dr. David McFarland, President Charismatic, Transactional and Transformational Theories Reading: Rosenbach & Taylor, chapters 6 & 17

9 Situational, Organizational and Power/Influence Theories
Mentorship and Followership
Processing of Organizational Affiliations
Reading: Rosenbach & Taylor, chapters 9 & 11

10 A Snapshot of Other Leadership Theories: Democratic, Autocratic, Laissez-Faire, Vision, Ethical Assessment, Leader Match Concept and Least Preferred Co-Worker Scale
Reading: Fiedler, pages 3-42

11 Women as Leaders
Processing of Organizational Affiliations
Reading: Rosenbach & Taylor, chapter 12

12 The Peak Performers' Model, Conflict Resolutions
Guest: James Davis, Director of Student Activities
Processing of Organizational Affiliations
Reading: Garfield, chapters 1 & 9

13 More on Previous Topics
Self-Assessment Measure: The Leadership Self
Guest: Dr. Dennis Roth, Dean for Student Life
Reading: Kiersey Self-Assessment Measure

14 The Leadership Challenge Model
Processing of Organizational Affiliations
Reading: Kouzes & Posner, chapter 1

15 Final Evaluation: Prognostic Assessment and Synopsis of Self-Assessment Projects
Submit completed Self-Awareness Project

Assignments and Classroom Presentations

A. Classroom Presentations

1. An exercise which will address an important perceived need (by the grad student or advisor) of the student organization. First present to class for their participation or discuss with class for their input.

2. Feedback from observation of student organization. Look for a perceived failure of leadership and present the case to the class. One student will chair the discussion; the others will serve as consultants.

3. Make a short presentation on the traits of a specific leadership style with examples of the accomplishments of two leaders living or dead who exhibit that style.

B. Written Papers

1. A research paper written in third person style on which A3 above is based.
2. A self-awareness project is the major component of the final evaluation. A cumulative first person report of: personal leadership, followership, advisorship and mentoring self-awareness based upon self-awareness exercises, experience with student organization and seminar experience.

Self-Awareness Project

The project is an accumulated compilation of various exercises. The description paper may be written in the first person and must include appropriate sub-division headings.

1. Reaction to the various self-awareness exercises
   - brief description of the exercises
   - brief statement of the results on each one
   - a brief response to the results: confirmation, surprise, disagreement, uncertainty, etc.
   - open-ended, use creativity

2. A summary comparing and contrasting an early diagnosis of leadership knowledge with that at the course's end.

3. The student's role in assisting his/her undergraduate organization
   - the perception of the student organization after attending the first meeting
   - the two or three most important actions taken to assist the organization and any results
   - the perception of the organization after the last meeting
   - a list of major accomplishments and a list of yet unsolved problems of the undergraduate organization

4. A self-evaluation of the leadership, followership, advisorship and mentorship experiences.

5. A summary of one's personal leadership style and most notable leadership characteristics.

Dual Grading of Written Reports

1. The first grade will be based upon content. It will include:
   Delineation of the problem, purpose, research evidence and factual information to support the purpose. (What is written.)
2. The second grade will be based upon the technical components of the paper. It will include:
   Appearance and organization, spelling, grammar and word choice (clear, concise and to the point), quality of writing (short paragraphs logically developed), attention to research, references, conformity to APA style. (How it is written.)

Grading of Oral Reports

Like written reports, grading of oral reports will be based upon two factors: content and presentation.

1. Content will include factual information, evidence of research, hand-outs.
2. Presentation will include voice quality and volume, eye contact, diction, articulation, enthusiasm, warmth, ability to motivate and sustain interest, degree of interaction with the class, use of blackboard and visual aids.

Loyola University
The Joseph A. Butt, S.J. College of Business Administration
6363 St. Charles Avenue
New Orleans, LA 70118

Michael A. Cushman
Lecturer
J. Randolph New
Dean
(504) 865-3544

Business Leadership - MGT 893-51

INTRODUCTION

Corporate America is on the receiving end of some of the world's best trained and educated managers. By all measures, middle managers and higher level executives in America's companies do their individual jobs well. Dedication, hard work and the application of the latest skills and technologies characterize many U.S. corporations--large and small.

So what's the problem? Technology leads are being lost. Manufacturing capabilities are declining. Real productivity has taken a back seat to enormous non-value-added financial deals. The balance of trade trend lines are all in the wrong direction. America's competitiveness is being challenged seriously. Our nation's managers may be doing things right, but are our companies doing the *right things*? To the extent that they are, and to the extent that they are not, who is responsible?

One of today's most popular issues is the recognition of the critically vital role that leaders must play in corporate America.

COURSE GOAL

The mission of the College of Business Administration is to graduate individuals capable of and motivated to be effective and socially responsible business and community leaders. The purpose of this course, "Business Leadership," is to learn about the issues associated with the "what" and the "how" of this critical business management function. Consistent with our mission, our purpose is to use what we have learned to prepare ourselves for entry into the work place as potential managers who do things right, and as potential leaders who do the right thing.

SUPPORTING OBJECTIVES

- To *learn* about leadership issues, traits and competencies.
- To *integrate* what we learn with management principles, issues and methods.
- To *develop* specific elements of our management career plans that include what we learn.

APPROACH

The course is comprised of lectures, readings from the text books and references, case studies, guest lectures by local leaders, weekly quizzes, self-assessment exercises that lead to a Personal Application Analysis paper, and informed classroom discussion.

1. Lectures and facilitated class discussions will be based on the teaching team's research and experience and will complement the text books and other references.

2. Guest lecturers from the community will meet with the class to present their own experiences. Views will be presented by entrepreneurs, managers and executives. Interaction between speakers and students will focus on problems, successes, failures and issues pertinent to the subject of Business Leadership.

3. Thirteen quizzes will be given. The lowest score may be dropped.

4. One Personal Application Analysis paper will be prepared by each student and submitted at the end of the semester. The purpose of the paper is to assist each student in achieving the course goal and the three supporting objectives.

5. Attendance is required and will be recorded. Because we meet only one evening per week, there are *two* class sessions each Monday, with a break in between. If the student misses a night, *two* absences are recorded. Three unexcused absences from class qualify the student for a failing grade in the course.

6. Informed participation in class discussions is expected. Substantial effort is necessary to fulfill course requirements. Continued enrollment in the class is your commitment to yourself to participate fully. If you are not able to make such a commitment, you should consider dropping the course in order that those on the waiting list can be accommodated.

GRADING CRITERIA

	%	Points
Personal Application Analysis paper	40	400
Nightly Quizzes: 12 Highest Scores; each at 3.33%	40	400
Attendance/Participation	20	200
Totals	100%	1000 pts

TEXT BOOKS AND OTHER RESOURCES

- Kouzes and Posner (1990). *The Leadership Challenge*, Jossey-Bass.
- Kouzes and Posner (1988). *Leadership Practices Inventory (LPI): A Self-Assessment and Analysis*, Jossey-Bass.
- Packet of Selected Readings

GUIDANCE AND SUPPORT

The top CBA faculty priority is our commitment to help each student develop his or her personal and professional potential. Appointments with Dr. New can be scheduled by calling his office in Miller Hall, (504) 865-3546. Appointments with Mr. Cushman can be scheduled by calling his office in Mandeville, (504) 626-4726.

CLASS SCHEDULE

Session	Topics/Assignments
1, 2	Introduction and Overview Overview of the course. What is our goal? What are our supporting objectives? What are the issues? The Leadership Practices Inventory (LPI) Film: "The Leadership Challenge"
3, 4	What Is Leadership? "Talent and Leadership," Gardner, John, from *Excellence* (pp. 118-134) Knowing What Leadership is Really About: Kouzes and Posner, Chapters 1-13 The Personal Best Questionnaire in small groups LPI feedback and discussion
5, 6	Guest Lecture: Alvin A. Baumer, Jr., President, Baumer Foods The Environment of Business Leadership America and the New Economy, ASTD/DOL, Report, excerpt *Insight,* "Foreign Investment is Making a Borderless Corporate World" Deloitte & Touche Reports, excerpts MetroVision Report, excerpts
7, 8	Guest Lecture: Donald E. Meiners, CEO, Louisiana Power & Light Company Personal Application Paper (discussion of individual projects)
9, 10	Guest Lecture: Bill Metcalf, Publisher/President, CityBusiness Challenging the Process Kouzes and Posner, Chapters 3, 4 What Is Leadership? "Traditional" Research on Leadership: Prentice, "Understanding Leadership" (1961) Tannenbaum and Schmidt, "How To Choose A Leadership Pattern" (1958) Fleet and Yukl, "A Century of Leadership Research" Bennis, "Leadership in the 21st Century"

- 11, 12 What Is Leadership? (continued)
  - DuPree, "What Is Leadership?"
  - *Insight*, "Unmasking Incompetent Managers"
  - Zaleznik, "The Leadership Gap"
  - Kirkpatrick and Locke, "Leadership: Do Traits Matter?"
- 13, 14 Guest Lecture: Dolores T. Bergeron, President, A-Z Office Supply and Equipment, Inc.
- Inspiring a Shared Vision
  - Kouzes and Posner, Chapters 5, 6
  - *Fortune*, "How Bush Manages the Presidency"
  - *Fortune*, "The Case Against Leaders"
  - King, "I Have A Dream"
- 15, 16 Guest Lecture: John B. Levert, Jr., Chairman/CEO, Howard, Weil, Labouisse, Friedrichs, Inc.
- Enabling Others to Act
  - Kouzes and Posner, Chapters 7, 8
  - Nadler & Tushman, "Beyond the Charismatic Leader: Leaders and Organizational Change"
  - Sashkin, "Visionary Leadership: A Perspective From Education"
- 17, 18 Enabling Others to Act (continued)
  - *Inc.*, "The Odyssey of an 'Excellent' Man"
  - Cohen & Bradford, "Lessons in Exerting Influence Without Authority"
  - *Fortune*, "The New Turnaround Champs"
- 19, 20 Guest Lecture: Richard A. Bachmann, Executive Vice President and CFO, Louisiana Land and Exploration Co.
- Modeling the Way
  - Kouzes and Posner, Chapters 9, 10
  - Collins & Lazier, "Is This Any Way to Run a Business?"
  - Brandt, "Are You Walkin' What You're Talkin'?"
- 21, 22 Guest Lecture: Nolan Marshall, President, Nolmar Chemical Corporation
- Encouraging the Heart
  - Kouzes and Posner, Chapters 11, 12
  - Zaleznik, "Real Work"
  - Auletta, "Larry Tisch, Who Mistook His Network for a Spreadsheet?"
- 23, 24 Guest Lecture: John Laborde, Chairman, President and CEO, Tidewater
- Leadership and Life

Kelly, "Taking Time for Life"
Gardner, "The Dimensions of Leadership"
Bing, "Only Following Orders"
Fortune, "Is Your Career on Track?"
Fortune, "How to Spot an Empty Suit"
Hamill, "Death of a Salaryman"

25, 26 Guest Lecture: Susan Vinson, President, Consolidated Distributors, Inc.
Schein, "Would Women Lead Differently?"
Rosener, "Ways Women Lead"
Harvard Business Review, letters in response to Rosener

27, 28 Can Leader Leadership Be Taught? Have You Learned It?
Kouzes and Posner, Chapter 13
Gardner, "Learning How To Lead"
Kiser et al., "Breaking Through Rational Leadership"
ASTD Board of Governors, "Executive Development in a Changing World"
Fortune, "The Hunt for the Global Manager"
Training, "The Limits of HRD"
Training and Development Journal, "Execs Go Global Literally"
Argyris, "Leadership, Learning and Changing the Status Quo"

29, 30 Personal Application Analysis Paper due

PERSONAL APPLICATION PAPER

A Personal Application Paper (PAP) will be prepared by each student. The purpose of the paper is to assist each student in focusing on the achievement of the course goal and the three supporting objectives.

The general methodology of the PAP is to apply relevant course material (including but not at all limited to the five practices and ten commitments provided by the research of Kouzes and Posner) to a specific leadership situation of the student's choosing.

Specifically, each student will select a particular leadership challenge this semester that has relevance to the student's career/work/vocational situation. It should be a project in which the student can apply what is being learned in class in a personal way--with emphasis on how the student is utilizing leadership practices. This application may occur in an environment of the student's choosing: work; home/family; professional/civic/school organization; etc.

The PAP must:

a. Describe and analyze the leadership situation applying the course concepts and theories, as articulated in class discussions, readings and guest lectures;

b. Discuss the student's personal out-of-class experiences and observations of these issues, with emphasis on practical applications and problem solving;

c. Specify what the student has learned and how he or she intends to include and utilize what has been learned in future managerial and leadership roles.

Grading will be determined by comprehensiveness (does the paper respond fully to the three criteria given above?), utilization of source materials (are there adequate references and citations from readings, lectures, research and interviews?) and quality of analysis (strength of evidence used to support the claims and conclusions presented in the paper).

In addition, the paper must be of the quality one would expect to see contained in corporate business reports or correspondence . Grammar, spelling and punctuation must be error free. Organization, construction and clarity should reflect effective writing skills.

HOST RESPONSIBILITIES FOR GUEST SPEAKERS

1. The primary responsibility of the hosting group is to ensure maximum opportunity for all class members to benefit from what the speaker has to say about leadership and being a leader.

   All speakers should be encouraged to address the following questions:

   - how did you get to your current leadership position?
   - what are the keys to "leadership success"?
   - would you provide an example of a particular leadership experience you believe represents your personal standard of excellence?
   - as a leader, how would you most like to be remembered?
   - what are the greatest current and future challenges of working in your industry?

   Other questions are at the discretion of the hosting group and other class members.

   The hosting group is to prepare background material on speaker, company and industry, and distribute a summary of this information (maximum of two pages) to the class the week prior to the visit.

2. A second major responsibility is to ensure that the speakers feel that their contribution to the class experience has been worthwhile, that their visit has been managed (led?) in a highly professional manner and that they are left with a very positive impression of Loyola University and its students.

   In this regard, the hosting group should be sure that all visit details are handled properly. These include appropriately contacting the speaker ahead of time to make arrangements (timing and parking, dining or reception, greeting, providing list of the questions that will be asked, videotaping, thanking, providing gift, follow-up letter, etc.).

Nebraska Wesleyan University
Department of Speech Communication
and Theatre Arts
5000 Saint Paul Avenue
Lincoln, NE 68504-2796

Sara A. Boatman
Chair
(402) 465-2388

Communication and Leadership - Speech Communication 290

COURSE DESCRIPTION

An examination of the relationship of leadership to communication, with special emphasis on leadership styles, gender issues in leadership, influence and empowerment and leadership within various communication contexts. Students will analyze communication behaviors of contemporary leaders as well as develop their own communication skills as they relate to leadership.

TEXTS

Bennis, Warren (1989). *On Becoming A Leader.* Reading, MA: Addison-Wesley Publishing Company, Inc.

Hackman, Michael Z. and Johnson, Craig E. (1991). *Leadership: A Communication Perspective.* Prospect Heights, IL: Waveland Press, Inc.

GOALS

After successfully completing this course, students will have (in addition to two credits):

- Clarified and supported their personal definition of leadership including components and results
- Examined current scholarship on leadership and applied it to a variety of communication contexts
- Read about, listened to and talked with leaders and personally reacted to their philosophies, values, styles and visions

The instructors' hopes are:

- That students become very, very excited and enthusiastic about the topics studied. They relate to roles in creating tomorrow and adventures in inventing oneself. "I would describe myself as passionate about leadership, and I hope you become passionate about leadership too."
- That students take lots of risks, ask lots of questions, challenge each other and the instructor and take the opportunity to "go out on a limb" with the concepts studied.
- That students look forward to what is done in class, attend every time, come prepared because it seems important to have done so, and discover at the end of the semester that this was a significant Nebraska Wesleyan class.

GRADING

Grades will be based on this formula:

Reaction papers (5)	35%
Guest leader presentation	20%
Article reviews (2)	10%
Communication and leadership notebook	15%
Take home final exam	20%

Reaction Papers

Throughout the semester students prepare five brief reaction papers (approximately two pages typewritten) to the topics and concepts being discussed. The week prior to the due date for each reaction paper the instructor will provide the reaction topic. The purpose of the reaction papers is to help students clarify and support personal feelings about leadership.

Guest Leaders

Throughout the semester students will be working with one or more classmates to invite guest leaders to class to discuss one of the general topics being explored. Responsibilities will include: (a) determine the purpose and approach used for the presentation (there is a minimum of one hour and a maximum of one and a half hours); (b) identify the guest leaders, invite them to class (arranging for any details, sending them appropriate information ahead of time); (c) facilitate their interaction with the class (including giving any particular assignments to the class before the presentation); (d) send a follow-up thank you. The purpose of the guest leaders' assignment is to help students listen and react to leaders' philosophies, values, styles and visions.

Article Reviews

Students will be expected to read a current article or a chapter of a current book on leadership about an assigned topic and be prepared to share a brief oral review on what was read and the reactions to it. The purpose of these article reviews is to help students examine current scholarship on leadership and apply it in a variety of communication contexts. Students will be expected to complete two reviews: one on gender issues and one on the future.

Communication and Leadership Notebook

Throughout the semester students should collect quotations, perspectives, cartoons, articles, models, random ideas, poetry about communication and leadership. These should be organized in whatever form in a notebook. The purpose of this notebook is to help students clarify and support ideas about leadership, be in tune with current writings about leadership and apply what has been learned.

Take-home Final Exam

The take-home final will provide students with the opportunity to demonstrate what they have learned about communication and leadership. It will be due at the final exam period.

Nebraska Wesleyan University **Sara A. Boatman**

COURSE OUTLINE

Session	Topics/Assignments
1	Course introduction
2	The leadership context Hackman and Johnson, Chapters 1 and 3 Bennis, Introduction and Chapters 1 and 2
3	Leadership styles Hackman and Johnson, Chapters 2 and 6 **Reaction paper 1 due**
4	Leadership styles Bennis, Chapters 3, 4, 5
5	Leadership styles Guest Leaders: Group 1 guest leaders presentation Materials as assigned by guest leader planners
6	Influence/power/empowerment Hackman and Johnson, Chapters 4 and 5 **Reaction paper 2 due**
7	Influence/power/empowerment Hackman and Johnson, Chapters 8 and 9
8	Influence/power/empowerment Bennis, Chapters 6, 7, 8 **Reaction paper 3 due**
9	Influence/power/empowerment Guest Leaders: Group 2 guest leaders presentation Materials as assigned by guest leader planners
10	Gender issues in leadership **Reaction paper 4 due**
11	Gender issues in leadership **Article/chapter reviews completed**
12	Gender issues in leadership Guest Leaders: Group 3 guest leaders presentation Materials as assigned by guest leader planners

13 Leadership contexts: leadership and community
Bennis, Chapters 9 and 10
Hackman and Johnson, Chapter 7
Reaction paper 5 due

14 Leadership contexts: the future
Article/chapter reviews completed

15 Leadership contexts
Guest Leaders: Group 4 guest leaders presentation
Materials as assigned by guest leader planners
Communication and leadership notebook due

16 Final exam period
Take home final exam due

New York University
Department of Psychology
6 Washington Place, Room 578
New York, NY 10003

Richard J. Campbell
(212) 998-7811

Leadership - G89-2254

PURPOSE

This course will examine leadership theory, research and practice. It also will provide opportunities for direct experience in a leadership role and some hands-on exposure to some of the devices and methods currently in use. The purpose of the course is to enhance our understanding of leadership, chart future directions for knowledge generation and, hopefully, enhance skill development for science and practice in this field.

Each participant is expected to provide information and materials for class use. This is essential to achievement of the course objectives.

The first half of the course will focus on theories of leadership, results of empirical research and the views offered by some "prominent" writers on future directions for leadership. The latter half of the course will emphasize current approaches, methods and practices. Exercises and demonstrations will be incorporated, and designated students will be responsible for organizing and conducting these (expenses will be shared by the class). The conclusion of the course will be a discussion based on the final papers prepared by the class on key issues in leadership.

REQUIREMENTS

Readings

- One book is required for the course: Yukl, G. A. (1989). *Leadership in Organizations* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Excerpts from: Clark, K. E. and Clark, M. B. (Eds.) (1990). *Measures of Leadership.* West Orange, NJ: Leadership Library of America. [MOL]
- The other required readings will be provided to each student.
- All readings, except those in Yukl, will be summarized by a member of the class and made available by 9:00 AM on the day of class.

Book Review

Each person will select a book on leadership to review. Only one reviewer per book. The choice is to be approved by the instructor. Copies of the review are to be given to other class members two weeks before the planned discussion. The review should follow the general format of those appearing in *Personnel Psychology*. Please include a summary and critique of the ideas in the book as well as what is useful and not useful. The paper should be five pages in length and double spaced.

Project: "Getting Something Done"
This is an opportunity to experience directly the frustrations and joys of leadership. This project and the associated ground rules are described in this syllabus. Approval of the plan and agenda is required before session 4. A short report (six pages) is to be distributed to the class before session 9.

Demonstrations/Exercises
There will be some hands-on activities conducted by small teams in four sessions. This could be on the use of a measure or an exercise designed to enhance understanding of a theory or practice. Each student will be assigned to one of these teams.

Final
This will be a paper that addresses key issues in leadership. A copy is to be given to class members by session 12. These papers will be discussed in the final session.

Grades
The final grade will be weighted as follows:

Book review and reading summaries	20%
Demonstration	15%
Project	25%
Final paper	40%

COURSE OUTLINE

Session	Topics/Assignments
1	Introduction and Overview The Domain: What Do Leaders Do? Yukl: chapter 4 Kotter: chapters 1, 2 Major Research Approaches Yukl: chapter 1
2	Theories of Leadership A Perspective Hollander & Offermann MOL 83 Power Yukl: chapters 2, 3 Behavioral Yukl: chapter 5 Komaki
3	Theories of Leadership Situational Influences Yukl: chapters 6, 8

A Useful Model of Effective Managerial Behavior?
    Yukl: chapter 7
    Keller
    Vecchio

4 Traits and The Identification of Leaders
Contingency Theory
    Yukl: chapter 9
    Hinrichs
    Hough
    Howard & Bray MOL 113
    Sparks MOL 103

5 Transformational Leadership
    Yukl: chapter 10
    Bennis & Nanus: pages 1-85
    Hater & Bass
    Sashkin & Burke MOL 297
    Zaleznick

6 Leadership at the Top
    Kotter: chapters 4, 5
    Bentz MOL 131
    Jacobs & Jaques MOL 281
    Moses & Lyness MOL 327

7 What Are the Promising Directions?
Book Reviews

8 Measures: Leader and Manager Behavior - Lab (Team 2)
    Campbell MOL 249
    Yukl et al. MOL 223
    Gratzinger et al. MOL 239

9 Measures: Personality and Intellectual Qualities - Lab (Team 3)
    McClelland
    Gough MOL 355
    Hogan MOL 343
    Morrow et al. MOL 419
    Barber MOL 441

10 Development of Leaders
"Getting Something Done" papers
    Fiedler & Mahar
    McCall: chapter 2

Hendrick MOL 511
McCauley & Lombardo MOL 535
Ruderman et al. MOL 547

11 Measures: Inspiration and Influence - Lab (Team 1)
Yammarino & Bass MOL 151
Clover MOL 171
Wilson et al. MOL 185
Posner & Kouzes MOL 205

12 Leadership Challenge: Diversity
Goktepe & Schneier
Heilman et al.
Howard & Bray: chapter 11
Morrison et al.: chapter 2
Ragins & Sundstrom
Wakabayashi et al.

13 Conclusions
Discussion of Issues from Final Papers
Theory, Research and Practice
Kotter: chapter 6
McCall: chapter 5
Yukl: chapter 12

PPOJECT: "GETTING SOMETHING DONE"

Task: Assemble a group of at least six people for a minimum of two hours for the purpose of accomplishing something useful.

Ground rules: It cannot be dinner, bar or similar gathering; it cannot be a routine, typical meeting--rather it is a special, atypical meeting called for a unique purpose; it cannot be described as or even hinted to be a "class project or requirement," in other words, this is a serious meeting.

The point of all this?
- Leadership is influencing other people, it is goal setting and getting something accomplished with others.
- It is very difficult to get people to do anything, even agree to get together.

Product: A six-page paper, double spaced, describing the experiences, including accomplishments, problems, frustrations and what was learned about key aspects of leadership, such as vision, setting goals and empowering others.

Grading: The paper will be evaluated in terms of the integration of the student's experiences with the constructs, theories and research findings in leadership. Since unique experiences will enhance the learning, they will also improve the grade.

FINAL PAPER

This paper is to be oriented around key issues in the study and practice of leadership. The student should cover at least six major issues. Four of these are to be taken from the following list and the other two are chosen by the student.

- What are the promising directions for theory and research on leadership?
- Can leadership be taught, developed, learned?
- Do transformational leaders exist? Do they make a difference?
- Are traits (cognitive abilities and personality) important?
- What evidence exists about the effectiveness of participative management?
- Are there critical differences in requirements for leadership at the executive level?
- What can be done about diversity?

North Country Community College
Wilderness Recreation Leadership
P. O. Box 89
Saranac Lake, NY 12983

Jack Drury
Director
(515) 891-2915

Wilderness Recreation Practicum I - REC 238 (5 credits)

COURSE DESCRIPTION

A thirty-three day expedition conducted entirely in the outdoors. Participants will learn and practice leadership and outdoor living skills enabling them to lead safe, enjoyable wilderness ventures with minimum environmental impact. Included will be approximately two weeks of backpacking, two weeks of canoeing and one week of small group expeditions. Participants are eligible for certification by the Wilderness Education Association.

COURSE OBJECTIVES

The course follows the Wilderness Education Association, National Standard Program for Outdoor Leadership Certification 18 Point Curriculum.

The 18 Curriculum Elements:

Each of the basic curriculum elements includes competencies in which students must demonstrate mastery. Instructors will give regular feedback on student progress, and the instructors will schedule ample time for practice and demonstration of skills. Certain curriculum sub-elements may be added or deleted because of particular environments and/or climate; however, such changes are to be documented by the instructors.

Those curriculum elements related to leadership are described further.

1. Judgment

Content: Judgment involves being able to apply general principles to changing specific leadership situations. Students will be given opportunities throughout the course to develop judgment in decision making. Instruction in each of the curriculum elements will stress the "whys" of each of the skills and activities. Instructors will share their decision making as the program progresses. Students will have daily opportunities to demonstrate their judgment as individuals and group members. Several opportunities will be given to each student to demonstrate judgment in group leading.

Goal: For students to develop outdoor leadership judgment through practice in applying general principles to varying environmental and group conditions.

Objectives:
A. Students will be able to demonstrate "judgment" by successfully applying principles of decision making to varying environmental, group and activity situations.

B. Students will be able to describe their decision making process (the "whys") when involved in practice leadership situations and when teaching outdoor skills.

2. Leadership

Content: Students will have the opportunity to apply leadership knowledge to lead their peers under staff supervision. These structured leadership experiences will require the participants to synthesize and apply safety, leadership skills and environmental ethics to the situation in which they are leading. Feedback will be given regularly to student leaders by instructors and peers.

Goal: For students to develop basic outdoor leadership skills.

Objectives:

A. Students will be able to list: qualities of positive leadership; leadership styles; duties typical of a leader; liabilities of leadership; and personal leadership strengths and limitations.

B. Students will demonstrate group leadership skills and judgment when assigned as "leader of the day" or when teaching specific assigned activities.

C. Students will demonstrate the ability to be a follower and act accordingly under the leadership styles of fellow group members.

3. Expedition Behavior

Content: Expedition behavior is a combination of several interlocking relationships: individual to individual; individual to group; group to individual; group to other groups; and individual and group to the area, to administrative agencies and to the local populace. The skillful practice of expedition behavior demands motivation and self-awareness applied under group conditions.

Goal: For students to develop awareness of the elements of expedition behavior and demonstrate positive application of these elements under actual course conditions.

Objectives:

A. Students will demonstrate appropriate *individual to individual* relationships during the program. Particular emphasis will be given to debriefing tent partner relationships when regular changes are made or when specific problems occur. (The system for changes is to be initiated by the instructors and worked out with the group.)

B. Students will demonstrate appropriate *individual to group* expedition behavior including awareness of personal weaknesses and idiosyncracies that may affect the group.

C. By being part of a group, each student will demonstrate by action and in discussions appropriate *group to individual* expedition behavior including taking a leadership role in the group as assigned.

D. Students will be aware of good *group to group* expedition behavior including respect for other groups' rights to their own standards and styles.

E. Students will demonstrate awareness of:
   1. *Individual and Group Relationship to Multiple Uses* of the area on both public and private lands. Students will know how to ascertain in advance the types of other area users and what activities are in progress in the area.
   2. *Individual and Group to Administrative Agencies.* Students will be able to secure proper permits and licenses, pay fees, be knowledgeable of ration procedures and register as required.
   3. *Individual and Group to Local Populace.* Students will discuss the need for leader and group awareness of the potential for conflict with local citizens and regular users of areas planned for use.

F. Students will be able to discuss the interrelationships of expedition behavior and proper health and safety practices, climate control, energy control plans and time control plans.

G. Students will keep a daily log to note their feelings, reactions and relationships.

4. Environmental Ethics

Content: There will be an emphasis on the practice of utilizing the wild outdoors with minimum impact. This area will be introduced and integrated with other program areas such as Basic Camping Skills, Cooking, Equipment, Natural History, Health and Sanitation. Participants will learn a basic set of environmental ethics and practice those skills and techniques that promote minimal impact on the environment.

Goal: For students to develop a personal understanding of environmental ethics and practice those ethics under field conditions.

Objectives:

A. Students will discuss and demonstrate environmental ethics when participating in all elements of the program.

B. Students will be able to relate practices being taught in the specific program environment to those which are appropriate for different environments.

5. Specialized Travel/Adventure Activity

Content: Depending on the particular emphasis and environment of each course, the participants will be taught special skills on one or more of the following modes of specialized wilderness travel and adventure: mountaineering, backpacking, sailing, canoeing, kayaking, rafting, rock climbing, river crossing, ice and snow climbing, caving, orienteering and white water river running.

Goal: For students to acquire basic leadership skills in those special travel modes and adventure activities during the course and carefully assess skill and leadership levels in each.

Objective: Students will be able to demonstrate basic leadership skills in each of the travel and adventure activities. Instructors will provide individual evaluations of competency levels and ***leadership skills*** that students have demonstrated during the program. Areas covered will be taught and executed using safety procedures available from WEA or other recognized programs.

6. Group Process and Communication Skills

Content: Included in this area will be group development, communications skills, conflict resolution, group and individual problem-solving techniques and learning styles. Included also will be techniques to influence group dynamics such as parties, group games and initiatives.

Goal: For students to be able to apply basic communication and group process skills to outdoor leadership.

Objectives:
A. Students will be able to discuss the basic stages in group development.
B. Students will be able to demonstrate basic communication skills, such as paraphrasing, non-judgmental feedback, sharing of feelings and questioning strategies.
C. Students will demonstrate knowledge of the above skills necessary for individual and group conflict resolution.
D. Students will be able to plan for and execute a group activity designed to promote enjoyment and encourage development of "group" awareness and feelings.

7. Trip Planning

Content: Prior to the trip, each student will prepare an effective plan. This preparation will cover planning for clothing, food, equipment, daily schedules, activities, etc.

Goal: For students to be able to prepare detailed plans for a selected outdoor leadership situation.

8. Evaluation

Content: Before completion of the wilderness experience, the following will take place:
A. Students will evaluate fellow students in skills and techniques plus leadership abilities.
B. Instructors will evaluate students on demonstrated skills and written material.
C. Students will evaluate instructors and the course.
D. Students will evaluate themselves in relation to other students.
E. Students will be individually debriefed by instructors.
F. Each student will prepare a detailed written response to several standard situations and problems.

Each of the previously described curriculum areas will be evaluated by the instructors as described in the outline. The formal evaluations will be recorded on WEA-supplied forms.

Goal: For each student to be evaluated and participate in an evaluation process.

Objectives:
A. Students will be able to evaluate other outdoor leaders' judgment and skills.
B. Students will be able to evaluate themselves, the instructors, peers and course experience.

Curriculum elements not directly related to leadership are not described in detail. They are:

9. Basic Camping Skills
10. Rations
11. Equipment
12. Clothing
13. Health and Sanitation
14. Travel Techniques
15. Navigation
16. Weather
17. First Aid, Emergency Procedure, Survival
18. Natural and Cultural History

TEXTS

1. *NOLS Cookery* - Richard
2. *Master Tree Finder* - Watts
3. *Peterson's 1st Guides - Wildflowers* - Peterson
4. *Fern Finder* - Hallowell

GRADES

Grades reflect the level of WEA certification the participant receives. They represent the following:
A = Participants who fully engage in the entire learning cycle from beginning to end. They devour experience, reflect upon it deeply and make lasting changes in their own perspectives as well as those of the group at large. (Participants receive WEA certification)
B = Participants who spend much of the course successfully learning how to learn, i.e., learning concrete experience abilities, reflective observation abilities, abstract conceptualization abilities and active experimentation abilities. (Participants receive WEA certification)

C = Participants who follow course guidelines, complete the course and demonstrate basic outdoor skills competencies. They do not, however, demonstrate the process of acquiring good judgment. (Participants may or may not receive WEA certification)

D = Participants who complete the course but do not follow course guidelines. They demonstrate some but not all basic outdoor skills competencies and do not demonstrate the process of acquiring good judgment.

F = Participants who do not complete the course or flagrantly violate course guidelines.

EVALUATION

The course follows the Wilderness Education Association evaluation process.

1. **Beginning of Course**
    - A. Presentation of course objectives
    - B. Discussion of the evaluation process and purpose
    - C. Discussion of *Expedition Journal*

2. **After Shakedown**
    - A. Become familiar with the course objectives and reflect upon the abilities and limitations in regards to the course objectives
    - B. Practice a daily habit of responding to the *Expedition Journal* judgment decision-making questions

3. **Mid-Course Evaluation**
    - A. Completion of **WEA Student Evaluation** form by small groups as a peer evaluation process
    - B. Mid-course interview with instructor:
        1. Review peer evaluation
        2. Review instructor's mid-course evaluation as recorded on the WEA Student Evaluation form
        3. Review *Expedition Journal*
    - C. Opportunity to give evaluative feedback to the instructor

4. **Exit Interview**
    - A. Completion of the **Ability Assessment** form
    - B. Exit interview with the instructor:
        1. Review Ability Assessment form
        2. Review *Expedition Journal*
        3. Review instructor's final evaluation as recorded on the WEA Student Evaluation form

5. **Post Course**
    - A. Completion of the **Course Evaluation Questionnaire**.

Explanation of Evaluation Instrument

Expedition Journal

The student is required to keep an *Expedition Journal*. It is used by the student to identify and express his/her development of judgmental decision making and recording of field notes.

Components of the *Expedition Journal*:

1. **Decision Making**
   In the decision-making journal, students must record and date the four most important situations they see each day and answer the questions in the following format:
   A. Describe the situation.
   B. What did you do as the decision maker? (or what would you have done as the decision maker?)
   C. Why did you do this? (or why would you have done this?)
   D. How did you implement this decision? (or how would you have implemented this decision?)
   E. Was this decision task behavior (directive), relationship behavior (supportive) or both?
   F. Looking back, how would you do things differently if you could?
   Some days the decisions may be major; other days they may appear to be minor.

2. **Field Notes**
   A. Notes from structured classes
   B. Time, energy and climate control plans
   C. A daily schedule of happenings (weather, daily activities, travel log, etc.)
   D. Personal feelings and reflections (drawings, poems, comments, etc.)
   E. Other

The *Expedition Journal* will be reviewed by the instructor during the mid-course evaluation and the exit interview. At the end of the course, the journal becomes the student's property.

WEA Student Evaluation

The WEA Student Evaluation form *criteria* are based upon the objectives. This form is used several times throughout the evaluation process by the students and the instructor. They must pay special attention to the requested information across the top of the form.

The rating system is based on a 1-7 scale, with "7" being high and "1" being low. To standardize the evaluation process, all individuals begin with an "average" rating on each item based on observations and evaluation of individuals' performances throughout the course. To receive a rating of "7" one should be clearly outstanding; a rating of "1" or "2" would conversely indicate very poor performance. *Justification* must be clearly stated as to why a rating has been assigned.

Ability Assessment

The Ability Assessment provides the student, at the end of the course, an opportunity to state his/her ability and limitations in planning a trip and leading a group in the outdoors.

Course Evaluation Questionnaire

This questionnaire is to aid the growth, success and enjoyment of future WEA programs. This form will be handed out at the end of the course and is due at a designated date. This will give the student time to reflect on the experience and honestly address the questions. This completed questionnaire must be returned to the designated individual in order to fulfill the course requirements.

The Ohio State University
Agricultural Education, State 4-H Office
Room 25-G, Agricultural Administration Bldg.
2120 Fyffe Road
Columbus, OH 43210-1084

R. Dale Safrit
(614) 292-6944

Leadership Development in Agriculture - AE 342

COURSE OBJECTIVES

The purpose of the course is to assist students in developing their knowledge, attitudes, skills and aspirations regarding leadership theory and practice relative to agriculturally related settings. Upon the successful completion of the course, the student will have, either verbally, in writing or in practice:

- developed an understanding of various theoretical approaches to leadership and leadership development
- reviewed various definitions of leadership and formulated their own personal definition and philosophy of leadership
- identified their own personal leadership characteristics
- explored the role of ethics in leadership
- practiced their skills in communicating leadership ideas to others and
- been provided opportunities to develop and practice their leadership knowledge, attitudes, skills and aspirations.

REQUIRED COURSE TEXTS

Kouzes, J. M. and B. Z. Posner (1990). *The Leadership Challenge*. San-Francisco: Jossey-Bass.

Safrit, R. D. (Ed.), *Zip Pak: Agricultural Education 342*. Available at Zip Services (1634 North High Street).

LEARNING EXPERIENCES AND COURSE REQUIREMENTS

1. Class will meet every Tuesday and Thursday from 3:00 p.m. until 4:30 p.m. Each student is expected to attend all classes. Please notify the instructor *in advance* if you expect to miss class.
2. Each student is expected to read the assigned readings (as modified by classroom announcements), complete all take-home assignments and contribute to class discussions.
3. Individual student participation in the total course experience will account for 10% of the final course grade awarded. This component will be evaluated by the instructor according to the individual student's appropriate usage of opportunities to complete take-home assignments, contribute to class discussion, participate in small group work and share appropriate resources, references and information concerning the topics covered.
4. Two written exams, a midterm and a final, will be administered, each a maximum of 1.5 hours duration. The midterm exam will cover all materials assigned *or* covered in class

from April 2 through May 2 and will account for 20% of the final course grade awarded. The final exam will cover all course materials (including those included on the midterm exam) and will account for 30% of the final course grade awarded. Both exams will involve a combination of objective items (i.e., multiple choice, fill-in-the-blank, etc.) and subjective items (i.e., short answer, essay, etc.).

5. Each student is required to conduct a Leadership Profile involving an oral presentation to the entire class and a short written summary. The Leadership Profile will account for 20% of the final course grade awarded. Please refer to the section entitled "A Leadership Profile" for specifics concerning content and presentation.
6. Each student is required to complete a written Review of Leadership Literature. The Review will account for 20% of the final course grade awarded. Please refer to the section entitled "A Review of Leadership Literature" for specifics concerning focus and content.

CRITERIA FOR EVALUATING STUDENT PERFORMANCE

Students will be evaluated based upon the following criteria:

1.	Individual Participation in Course Experience	10%
2.	Midterm Exam	20%
3.	Final Exam	30%
4.	Leadership Profile (Class and Written Summary)	20%
5.	Review of Leadership Literature (Written)	20%
		100%

COURSE OUTLINE

Sessions	Topics	Readings
1	Introductions Overview of Course	
2	The Concept of Leadership	Kouzes and Posner, pp. xv-xxi; 3-14
3	The Search for Opportunity	Kouzes and Posner, pp. 29-53
4	The Importance of Taking Risks	Kouzes and Posner, pp. 54-78

5	Creating a Vision	Kouzes and Posner, pp. 79-105
6	Spreading the Word	Kouzes and Posner, pp. 106-129
7	Building Collaborative Efforts	Kouzes and Posner, pp. 131-160
8	Motivational Leadership (David Jeffiers, Guest Presenter)	
9	Situational Leadership (Dick Martin, Guest Presenter)	
10	Participative Leadership Leadership Profile Presentations	Kouzes and Posner, pp. 161-185
11	Review for Midterm Exam Leadership Profile Presentations	
12	Midterm Exam	
13	Team Building (Gail Gunderson, Guest Presenter) Review of Leadership Literature Due	
14	Midterm Exams Returned and Discussed Leadership Styles (Susan Hodson, Guest Presenter)	
15	Leadership by Example Leadership Profile Presentations	Kouzes and Posner, pp. 187-216
16	Assessing Leadership Skills (Bill Haynes, Guest Presenter)	
17	Commitment--The Ultimate Goal Leadership Profile Presentations	Kouzes and Posner, pp. 217-238

18	Recognizing Performance Leadership Profile Presentations	Kouzes and Posner, pp. 239-258
19	The "Cheer-Leader" Leadership Profile Presentations	Kouzes and Posner, pp. 259-276
20	The Importance of Caring Future Trends in Leadership (Kathy Cox, Guest Presenter)	Kouzes and Posner, pp. 277-302
21	Course Summary Review for Final Exam Course Evaluation (Leadership Profile Presentations???)	
22	Final Exam	

A LEADERSHIP PROFILE

The Assignment

Each student will spend a *minimum* of one-half day "shadowing" an individual who is a recognized leader in an agriculturally related organization, and based upon the "shadowing" experience, prepare a Leadership Profile of the individual. The Leadership Profile will account for 20% of the final course grade awarded. The *identification* of the individual leader is the responsibility of the *student*. The *final selection* of the individual leader is the joint decision of the *student* and the *instructor*.

The student should contact the selected individual and arrange *in advance* for an appropriate opportunity to "shadow" the individual. During the "shadowing" experience, observations should be made and appropriate questions asked that address, but are not limited to, the following topics:

1. What is the leader's professional background and history?
2. What position and responsibilities does the individual have within the organization?
3. What are the sources of power exercised by the leader?
4. What is the individual's philosophy of leadership?
5. What leadership traits and/or characteristics does the individual exhibit?
6. What leadership image does the individual project (i.e., how do others see the leader)?
7. Does the leader involve appropriate coworkers in making decisions? If so, how?
8. Does the leader seem to have a vision for the organization? If so, what is that vision?
9. Can you (personally) identify with this leader? Why, or why not?

10. What is *your* personal philosophy of leadership?
11. As a result of your "shadowing" experience, would you modify your personal philosophy of leadership? Why, or why not? If so, how?

The Presentation

Each student will prepare and deliver a ten to fifteen minute oral presentation to the class summarizing and sharing his/her "shadowing" experience and resulting Leadership Profile. The presentation should, at a minimum, cover the topics identified above plus any other insights/observations deemed important by the student. The presentation should be original and creative, although not necessarily elaborate. A short, written summary of the Leadership Profile (maximum length: four double-spaced, *typed* pages) should be prepared and submitted to the instructor at the time of the oral presentation.

Evaluation of the Assignment

The Leadership Profile will be evaluated as follows:

1. Content (40%):	
• Evidence of information gathered during "shadowing" experience	20%
• Thorough coverage of leadership topics identified	20%
2. Presentation (60%):	
• Quality of oral class presentation	20%
• Ability to obtain and hold audience's attention (i.e., creativity and originality)	20%
• Quality of written summary submitted	20%
	100%

A REVIEW OF LEADERSHIP LITERATURE

The Assignment

Each student will read either one text/book, copyrighted since 1970, or five journal articles dealing with leadership (theory, development, applications, etc.). The identification and final selection of appropriate literature is the responsibility of the student. However, if questionable, please verify the propriety of a work with the instructor.

The Written Review

Each student will prepare a written Review of Leadership Literature containing the appropriate reference citation for the work (APA style suggested), a synopsis/summary of the material's content, the material's utility/usefulness to a leader and the student's impressions of and reactions to the material. The written Review should be five to ten double-spaced, *typed* pages (minimum) and utilize proper grammar and writing style (refer to example given).

For journal or periodic literature, the above-mentioned information should be presented separately for *each* reference cited. The written Review will account for 20% of the final course grade earned.

Evaluation of the Assignment
The Review of Leadership Literature will be evaluated as follows:

1. Reference(s) cited appropriately	10%
2. Synopsis(ses)/summary(ies) presented appropriately	25%
3. Evidence regarding utility of material(s) presented appropriately	20%
4. Student's impressions and reactions presented appropriately	25%
5. Proper grammar and writing style utilized	20%
	100%

Pepperdine University
Office of International Student Services
Malibu, CA 90265

Richard L. Dawson
Director
(213) 456-4246

Leadership for the Nineties - SOSC 199.04

COURSE OUTLINE

This Freshman Seminar will survey theories of leadership emphasizing practical application of leadership theory to the problems facing students, faculty and staff in the college setting. Its ultimate goal is to provide a foundation for leadership problem solving following graduation.

TEXTS

- *Strong Medicine* by Arthur Hailey
- *Becoming a Master Student* by David Ellis
- *Feminine Leadership* by Marilyn Loden
- *Leaders: The Strategies for Taking Charge* by Warren Bennis and Burt Nanus

COURSE REQUIREMENTS

- Two mid-terms and a final exam covering content from the lectures, reports and readings
- Ten homework assignments (most of them taken from the Ellis text)
- A three-page critique of an article from a professional journal
- Participation in a group project which will result in an oral presentation
- A research paper of 7-10 pages in length

Specific instructions for the critique of an article, the oral report and the term project will be distributed during the term. Our two teaching aides will visit the class periodically to participate in class discussions, lead activity groups, proctor exams, etc. Although we will be flexible in our approach to classroom discussions, students should pay careful attention to the attached schedule for due dates of the various assignments. Assignments and projects may be handed in one class meeting late for partial credit. Material turned in later than that will not receive credit.

In addition to the theoretical content of the course, about 20% of our time will be spent in experiential activities. We will periodically share activities which will stretch our thinking on leadership problems as well as the "Freshman Experience." Some of these topics will be covered in the readings from the Ellis text and discussed in class. Others will be covered through films, guest speakers, discussions or activities. We will attempt to cover the following areas:

- Library Resources and Research
- Written and Spoken Communication
- Methods of Studying and Testing
- Advisement and Registration
- Critical Thinking and Analysis
- Student Activities and Services
- The Liberal Arts and Sciences
- Seaver College's Mission Statement
- Plagiarism, Ethics and Values
- Health and Counseling
- Teaching-Learning Process
- Majors and Career Planning

Since this is a seminar, the course will emphasize classroom discussion of the readings and of the various assignments. Grades will be earned by achieving 90%, 80%, 70%, 60% of the total points possible for the course. Plus and minus grades will be given.

TEST AND PROJECT VALUES

Activity	Percent of Total Grade	Points Possible
1. First Exam	20	100
2. Second Exam	20	100
3. Ten assignments @ 5 points each	10	50
4. Critique of an article	4	20
5. Oral presentation	9	45
6. Term paper	13	65
7. Participation • Quizzes • Attendance • Two faculty office visits • Class discussion	4	20
8. Final exam	20	100
Totals	100	500

CLASS SCHEDULE

Week	Topics/Assignments
1	Introduction/Pre-test/Lecture Lecture *BAMS* pp. 1-37, Hand in Quiz pp. 35-36 (1)
2	Discuss *Leaders* pp. 1-109 Lecture *BAMS* pp. 38-71, Hand in pp. 61-62, 67-68 (2)
3	Discuss *Leaders* pp. 1-186 Lecture Library Resources and Research

4 Lecture - Library Assignment due (3)
BAMS pp. 95-117, Hand in 113-114 (4)
Leaders pp. 1-229

5 *Leaders* pp. 1-229
Lecture
Lecture/Review

6 1st Exam
Feminine Leadership pp. 3-82
BAMS pp. 117-143, Hand in 141-142 (5)
Distribute Myers-Briggs Test

7 Myers-Briggs Test due and discussed
Lecture and discuss oral reports
Feminine Leadership pp. 83-229

8 *Feminine Leadership* pp. 229-281
Lecture and *BAMS* pp. 145-174, Hand in pp. 168-169, 173-174 (6)
Feminine Leadership pp. 3-281

9 *BAMS* pp. 227-256--Do pp. 236, 242, 253-254 (7)
Lecture and discuss oral reports
Challenge Activity

10 2nd Exam
Lecture
Oral report outline due (8)
Strong Medicine pp. 1-202

11 *Strong Medicine* pp. 1-308
Strong Medicine pp. 311-445
Oral Reports--Term paper discussion

12 Oral Reports
Oral Reports--Advance registration for W'91
Oral Reports--Film: *Group Think*

13 Group Activity--*Group Think* paper due (9)
Film: *Stress Management*
Term paper outline due (10)
Career Activity

14 *Strong Medicine* pp. 1-445
Term paper due
Lecture--Servant Leadership

15 Class Evaluation
Final lecture and review session
FINAL EXAM

Pittsburg State University
Room 204, Russ Hall
Pittsburg, KS 66762

E. W. Hollenbeck
Assistant to the President
(316) 235-4102

Leadership and Motivation - Psych 440-81/740-81

OBJECTIVE

Leadership and motivation, a three-credit course, is designed to help each student determine his/her leadership/motivation needs. The student begins by defining leadership, establishing appropriate principles and deciding on a leadership/motivation model for his/her personal development. This model is created throughout this course and is considered a change vehicle. Each student must write a personal leadership model and present it to the class.

SCOPE

- Read and discuss the textbook: *The Leadership Challenge*.
- Review theories of leadership/motivation and leadership research.
- Investigate leaders of history and evaluate their leadership.
- Discuss current leaders and identify their leadership styles.
- Listen to guest leaders from various vocational/professional areas.
- Adopt a personal leadership model. Produce a written document (term paper 5-10 pages) and present the paper (orally) to the class.
- Participate in class sessions with personal leadership examples.

EVALUATION

Requirements	Points
Initial leader/leadership model presentation	21
Weekly leader evaluation (12) and information report	24
Final leader/leadership model (paper and oral presentation)	40
Overall class participation to include attendance	15

SYLLABUS

Topics	Resource
1. **Leadership Theories**--Traits, Organizational Power, Vision, Ethical Assessment and the Seventh View.	"Leadership--A Seventh View"; Dr. Robert Torig FILM: "Leadership Style or Circumstance" TEXT: Chapter 1.

	Leadership Research--Review of the plethora of leadership research.	Michael Lombardo and Morgan McCall summary of the June 30-July 1, 1975 Center for Creative Leadership Conference: "Leadership--Where else can we go?"
2.	**Followership**--Developing the respect of followership.	TEXT: Chapter 2. "Change" July/August 1985.
3.	**Creating Change**--Setting the reasons for process and results of change. Focus on Transactional/Transformational Leadership--Burns.	TEXT: Chapter 3. "Defining Leadership and Explicating the Process." Richard M. Cyert.
4.	**Planning/Vision**--Highlighting the creation of vision, setting goals and empowering subordinates.	TEXT: Chapter 4. Planning abstract from the Pittsburg State University Planning and Coordinating Committee.
5.	**Problem Solving**--Reviewing the various processes to assist in problem solving.	TEXT: Chapter 5. "Problem Solving" USMA Text, "Thinking in Time," Richard E. Neustadt and Ernest R. May. "Performance Development," Robert S. Bailey, Center for Creative Leadership Film: Delegating.
6.	**Political Leaders**--Study of Historical Leaders: Churchill, FDR, HST, IKE, JFK, LBJ, Nixon and Tyrants; Hitler, Stalin and Mao to determine reasons for their success.	TEXT: Chapter 6. "Leadership" James MacGregor Burns. "The Presidential Character," James Barber.
7.	**Women as Leaders**--Discussion of the emerging woman leader.	TEXT: Chapter 7. Article--"Is It Time To Get Out?" Lisa Brunwald; *Esquire*, April 1990. "Breaking the Glass Ceiling," Center for Creative Leadership Staff. "Dance of Harriet Lerner." FILM: "She's Nobody's Baby."
8.	**Team Work**--Investigate the various approaches of leading and motivating groups.	TEXT: Chapter 8. "The Seven Essentials of of Selling a Team Vision," Robert B. Tucker. "Insights to Winning," Michael Rozela.
9.	**Multi-Cultural**--Present all aspects of race relations, equal opportunity and cultural differences that affect the leader and the follower.	TEXT: Chapter 9. Pittsburg State University multi-cultural packet. Ghandi video; Martin Luther King, Jr. video.

10. **The Impaired Individual**--Discuss impairments: alcohol, drug abuse and handicaps.	TEXT: Chapter 10. State of Kansas brochures. Naisbitt Trend Letter June 7, 1990. Mt. Carmel Medical Center (Pittsburg, KS) Packet.
11. **The CEO**--Review backgrounds and actions of selected Chief Executive Officers.	TEXT: Chapter 11. Leadership, James MacGregor Burns. Tom Peters video; *Issues & Observations*, Fall 1990. "The Expansive Executive," Robert E. Kaplan.
12. **Reward Programs**--Review of various reward programs.	TEXT: Chapter 12. Leadership, James MacGregor Burns. "How's Your Pay?" *Time,* April 15, 1991.
13. **The Future of Leadership**--Class discussion to chart the future.	TEXT: Chapter 13.
14. **Student Leadership**--Model Presentations.	As outlined in scope--students prepare individual papers. Example attached.

NOTE: Text refers to "The Leadership Challenge" by James M. Kouzes and Barry Z. Posner.

Purdue University
Krannert Graduate School of Management
West Lafayette, IN 47907

Stephen G. Green
(317) 494-6852

Leadership - OBHR 690G

"The leader is stimulus, but she/he is also response." Edward Lindeman

"When I let go of what I am, I become what I might be. When I let go of what I have, I receive what I need . . . let go to achieve. The wise leader demonstrates this."
John Heider

"That people can be lifted into their better selves is the secret of transforming leadership . . ."
J. M. Burns

"When the going gets weird, the weird turn pro." Hunter S. Thompson

COURSE OBJECTIVES

Leadership is a fundamental and central process in human organizations. It has come to mean many things to people and has been studied from many perspectives, e.g., group dynamics, political science, religion, organizational studies. This course focuses explicitly on leadership from a managerial perspective trying to understand what it is, what factors contribute to doing it effectively, and whether you can develop your promise as a leader. In exploring this fascinating topic, a number of questions will be addressed:

- what does it mean to "lead"?
- are leaders and managers different?
- what is the relationship between power and leadership?
- where does one get the power to lead people?
- what powers are available to managers?
- what are the consequences of using power?
- what skills can we develop to enhance our leadership?

The student will be introduced to the current thinking about leadership. In addition, the student will have the opportunity to diagnose various aspects of his/her own leadership characteristics and to explore his/her own leadership skills in a number of experiences.

The goals of this course are to:

- Give the student a richer understanding of what managerial leadership involves
- Help the student formulate his/her own model of leadership
- Give the student some feedback about his/her own leadership characteristics and skills

FORMAT

The course will be a mixture of lecture, discussion, experiential learning, projects and cases analysis. Class time will be spent in exploring ideas from the reading, applying them to experience, interpreting and feeding back data from pre-session exercises and applying knowledge to case discussion.

EVALUATION

Student performance will be judged through the following vehicles:

Class participation	10%
Midterm examination	20%
Finai Examination	25%
Course journal	20%
Team project	25%

TEXTS

- Kotter, J. P. (1895). *Power and Influence: Beyond Formal Authority.* New York: The Free Press.
- Campbell, D. (1980). *If I'm in Charge Here, Why is Everybody Laughing?* Niles, IL: Argus Communications.
- Rosenbach, W. E. and Taylor, R. L. (1989). *Contemporary Issues in Leadership*, 2nd ed. Boulder, CO: Westview Press.

READING/CASE PACKET

1. Let's get rid of management.
2. The nine types of bosses.
3. The game in the mind of the manager.
4. CEO disease.
5. Leadership: Do traits matter?
6. Taking charge: Looking at yourself.
7. How to become an influential manager.
8. Face your problem subordinates now!
9. Management and the art of Chinese baseball.
10. Note on enhancing individual creativity.
11. Rules for stifling innovation.
12. The intrapreneur's ten commandments.
13. Becoming a master manager: Analyzing information with critical thinking.
14. What makes a top executive?
15. Are you in or out with your boss?
16. Leadership: The art of empowering others.
17. Frank Mason (A & B).

18. Interpersonal communication in organizations: The impact model.
19. The leader-manager: Communicating.
20. Good intentions aside: A manager's guide to resolving ethical problems (chapters 1-3).
21. Taking charge: Establishing standards.
22. Mediation of conflicts.
23. The basics of negotiation: A pedagogical note.
24. Sturdivant Electric Corporation.
25. Women: World/class managers for global competition.
26. One more time: Do female and male managers differ?
27. The narrow band.
28. WSJ (1988): Women allege sexist atmosphere in offices constitute harassment.
29. The black manager: Making it in the corporate world.
30. Black caucus groups at Xerox Corporation (A).
31. International dimensions of OB: Cross-cultural leadership, motivation and decision making.
32. Inspiring others: The language of leadership.
33. WSJ (1988): Leadership: More doing than dash.

COURSE PLAN AND READINGS

Abbreviations: K = Kotter book; C = Campbell book; R&T = Rosenbach and Taylor book. Packet numbers refer to the index on the packet cover sheet (attached). For example, K: 5, 8 indicates that the Kotter book, chapter 5 and 8 are assigned to be read before the class it is listed under; Packet: 1-4 indicates that the first four readings in the packet should be read before that class.

Session	Topics/Assignments
1	Intro/data
2	Defining leadership and tasks course model Texts: C: 1-5; R&T: 1, 2, 4
3	Inner resources **FIRO feedback** Packet: 1-6
4	Reading the field Texts: K: 1-3; R&T: 5
5	Project launch Form groups
6	Power **Power exercise**

7 Power
Influence feedback
Texts: K: 7, 10; C: 8
Packet: 7

8 Power
Texts: K: 8, 9
Packet: 8

9 The creative analyst
KAI/ideation feedback
Texts: R&T: 7
Packet: 9-12

10 The creative analyst
Packet: 13

11 Exchanges
Texts: K: 4, 5; C: 6, 9
Packet: 14

12 Exchanges
Texts: R&T: 16
Packet: 15

13 Exchanges
SM feedback
Exchange exercise

14 Empowering
Delegation exercise
Packet: 16

15 Managing your boss
Case: Frank Mason A&B
Texts: K: 6; C: 7; R&T: 8, 9
Packet: 17

16 **EXAMINATION**

17 Communication
JOHARI feedback
Packet: 18, 19

18 Communication
CC & II feedback

19 Integrity
Packet: 20, 21

20 Mediation conflict
Packet: 22, 23

21 Mediation conflict
Case: Sturdivant Electric
Packet: 24

22 Working with diversity
Exercise

23 CIMS trip--class canceled

24 Working with diversity
WAM feedback
Texts: R&T: 12
Packet: 25-28

25 Working with diversity
Packet: 29-31

26 Transforming leaders
Texts: R&T: 16-20
Packet: 32, 33

27 Transforming leaders
Exercise

28 Transforming leaders
Texts: R&T: 10, 11

29 **Project reports**

30 **Project reports**
Texts: R&T: 13

Saint Paul School of Theology
5123 Truman Road
Kansas City, MO 64127

Lovett H. Weems, Jr.
(816) 483-9600

Leadership - CA 307

This course explores the elements of effective leadership in the church. While pastors and other professional workers in the church are called upon to function in many roles, the issue of leadership runs throughout all of them. Requiring good administration and management, effective leadership goes much further in establishing a shared vision and guiding its implementation over a period of time.

"From the beginning the church recognized the need for some persons to be set apart for leadership of the community" (*The Yoke of Obedience* by Dennis M. Campbell, Abingdon, 1988, p. 28). Leadership has always been an essential component of the life of the church where there is faithful witness. This course seeks to enable the most effective and helpful exercise of that leadership.

COURSE OUTLINE

Sessions	Topics/Assignments
1	Introduction to the course
2	Reading: *Leaders* Written Assignment Due: *Leaders* book review. Determine setting for leadership and initial vision. See visioning plan instructions. Class Session: Vision
3	Written Assignment Due: Turn in a plan identifying how you will seek input from various sources for your visioning. See visioning plan instructions. Class Session: Vision
4	Reading: *The Androgynous Manager* Written Assignment Due: *The Androgynous Manager* book review Class Session: Team
5	Class Session: Team
6	Reading: *Breaking the Glass Ceiling* Written Assignment Due: *Breaking the Glass Ceiling* book review Class Session: Women and Leadership
7	Reading: *Corporate Cultures* Written Assignment Due: *Corporate Cultures* book review Class Session: Culture

8	Written Assignment Due: Turn in preliminary vision, what you did to get input from sources and the results which led to that vision. See visioning plan instructions. Class Session: Culture
9	Reading: *Leading God's People* Written Assignments Due: *Leading God's People* book review Class Session: Integrity
10	Class Session: Integrity
11	Reading: *If I'm In Charge Here, Why Is Everybody Laughing?* Class Session: Characteristics of Leaders and Personal Development for Leaders
12	Written Assignments Due: Final vision and plan to implement the vision are due. See visioning plan instructions. Class Session: Characteristics of Leaders and Personal Development for Leaders
13	Class Session: Closing Session and Course Evaluations

Note: Additional brief reading assignments (such as handouts) may be assigned during the course. Additional brief written assignments (normally in connection with an upcoming project and without grade) may be assigned during the course.

TEXTS

Leaders by Warren Bennis and Burt Nanus, Harper and Row, paperback.
Leading God's People by Richard Bondi, Abingdon, paperback.
If I'm In Charge Here, Why Is Everybody Laughing? by David Campbell, Center for Creative Leadership, paperback.
Corporate Cultures by Terrence E. Deal and Allen A. Kennedy, Addison-Wesley, paperback.
Breaking the Glass Ceiling by Ann M. Morrison et al., Addison-Wesley.
The Androgynous Manager by Alice G. Sargent, American Management Association, paperback.

INSTRUCTIONS FOR BOOK REVIEWS

Each review should provide an assessment of the reading in such a way as to demonstrate familiarity with the material as a whole and the key implications of the material for leadership in the church. The review is *not* intended to be a mere summary of content (two pages).

VISION PLAN INSTRUCTIONS

Session Two: Determine setting for leadership (one sentence) and *initial vision* (one sentence). Receive feedback.

Session Three: Turn in plan (three pages; brief and specific) identifying the various sources for the visioning. The sources are:

1. Purpose/mission/values
2. History
3. Data
4. Opinions, perceptions, ideas, feedback or current situation and future needs
5. M.B.W.A. ("Managing by Wandering Around")

Receive feedback.

Session Eight: Turn in *preliminary vision* (one sentence), how input was received from the sources and the results which led to that vision (three pages).

Session Thirteen: *Final vision* (one sentence); also include the original vision and preliminary vision and the plan for implementing the final vision utilizing learning from this course (five pages).

WRITING INSTRUCTIONS

Turn in *precisely* the number of typewritten pages assigned. Allow one-inch margins on the sides, as well as the top and bottom of each page. Double-space.

Students are encouraged to have someone else read over the work to help locate spelling, grammar and typing errors, as well as to locate unclear sections. This process is not always realistic; but when it is, the quality of the work will be enhanced.

DUE DATES

While there are no extensions on written work due during the course, this work may be turned in late within one week of the due date with a one-grade penalty or within two weeks of the due date with a two-grade penalty. If students cannot be present on campus when an assignment is due, the assignment may be mailed on that day without penalty.

However, on *one* assignment during the course, an evaluation of Credit/No Credit may be *requested at the time the paper is turned in*. This request may be used for a late paper.

For work due at the last class session, see *Student Handbook* for policy related to extensions.

GRADING

20%	Student's own evaluation
80%	Instructor evaluation of written work, class participation, contributions to one's own learning, contributions to the learning of others and personal growth

Santa Clara University
Leavey School of Business and Administration
Santa Clara University
Santa Clara, CA 95053

Barry Z. Posner
Associate Dean
(408) 554-4634

Social Psychology of Leadership - MGT 261

This is a course on leadership with the objectives of learning more about one's own leadership skills and about the process of leading (and following) others. In addition to enhancing awareness and cognitive understanding, the course attempts to develop one's personal and interpersonal skills as they pertain to being a leader. Along the way, students will be required to work with other leaders and the people they have impacted.

TEXTBOOK

The Leadership Challenge: How to Get Extraordinary Things Accomplished in Organizations (James M. Kouzes and Barry Z. Posner: Jossey-Bass Publishers, 1987). There will be some additional readings distributed throughout the course.

ASSIGNMENTS

1. Throughout the quarter there will be a variety of short memo/paper assignments (two pages). Students are required to complete at least four of these. These will generally require interviews with other people on the subject/issue, as well as an integration of their own personal experiences. Students should prepare four copies (each with only a Social Security number as identification). These assignments will be peer-reviewed as well as commented upon by the instructor.

2. Active group and class participation is expected. In addition to conceptual analysis, experiential exercises, role plays, small group discussion, qualitative research activities, videos and case studies will be utilized throughout the course. Students are also expected to thoughtfully review, comment upon and grade the "memo(s)" produced by their colleagues.

3. A comprehensive case study is required and will constitute the final examination. Here it is:

   > Identify a person you feel is a leader and/or has accomplished something extraordinary in an organization. Write a "Personal Best" *case study* based upon interviews with that individual and others involved with him/her in the case project using the Kouzes-Posner leadership framework.
   >
   > In the essay, provide evidence which validates and/or contradicts the Kouzes-Posner leadership framework. Consider the implications of the research for leadership theory. Provide practical applications of the findings at both a personal and organizational level.

Santa Clara University **Barry Z. Posner**

COURSE OUTLINE

Classes meet for ten weeks, with two 75-minute sessions weekly.

1 Learning to Lead
MEMO: What are the differences between managers and leaders and how does one learn to do either?

2 Personal Bests as Leaders
MEMO: Personal Best Questionnaire

3 Challenging the Process
MEMO: The Lifeline of a Leader (Handout)

4 Inspiring a Shared Vision
MEMO: Experiences at the Crossroads (Handout)

5, 6 Enabling Others to Act
MEMO: What makes a team?
MEMO: What does it mean to trust?

7, 8 Modeling the Way
MEMO: What makes a person credible?
MEMO: Building Small Wins (Handout)

9 Encouraging the Heart
MEMO: "Planned Spontaneity" (Handout)

10 The Beginning of Leadership
Distinguished Guest Speakers (Student selection)

Southern Baptist Theological Seminary
2825 Lexington Road
Louisville, KY 40280

Ernest White
(502) 892-4600

Ministry of Leadership - 40080 A & B

COURSE MISSION

The purpose of this course is to help participants effectively comprehend the components of and develop the competencies required for church administration and ministry leadership so as to develop approaches for continuing the development of competencies in this field.

COURSE DESCRIPTION

This course focuses on the development of ministry leaders by drawing from a variety of leadership studies. A systemic perspective of leadership in organizational and corporate life is presented. Biblically, the course pursues a "body" motif of the church and the "servant/authority" style of Jesus' leadership. Systems, subsystems and the environment of church life will be examined and designed. The course seeks an integration of resources from fields of theological study, behavioral studies and management sciences.

COURSE OBJECTIVES

- Create an orientation to the use of systemic planning as a means to a deeper comprehension of the church as fellowship/organization.
- Become competent in designing the life of a church and its ministries.
- Develop an understanding of and skills for ministry as a spiritual leader with a systemic perspective.
- Enlarge competence in building and managing ministry relationships.

COURSE TEXTS

These books will be included in competency demonstrations:
- Callahan, Kennon L. (1983). Twelve Keys to an Effective Church. San Francisco: Harper & Row.
- Gardner, John W. (1990). *On Leadership.* New York: The Free Press.
- White, Ernest (1985). The Art of Human Relations. Nashville: Broadman.

These books are to be read and evaluated:
- Orr, Robert A. (1987). Being God's People. Nashville: Convention Press.
- Luecke, David S. (1990). *New Designs for Church Leadership.* St. Louis: Concordia.
- Dale, Robert D. (1987). *Pastoral Leadership.* Nashville: Abingdon.
- White, Ernest (1985). *Becoming A Christian Leader.* Nashville: Convention Press.

COURSE PROCESS AND REQUIREMENTS

Leadership Teams

Class members will form and function in Leadership Teams of six (6) persons which will be "learning cells" for leadership. The teams will conduct class assignment projects and provide mutual learning opportunities in leadership.

Each class member will lead the team for a two-week period and be responsible for the team's guidance in learning sessions and progress on class projects as assigned. Teams will meet one hour per week in class and at other times as needed by their assignments. Leadership of the team is for laboratory learning purposes. Wednesday class session will be led by the team leaders.

Class Structure

Tuesday	- Lecture by professor
Wednesday	- Team "learning cell" laboratory
Friday	- Interactive discussion: Class member initiates questions and commentaries

Learning Plan and Class Accountability

1. Competency Demonstrations and Quizzes: 35%

Three occasions are given for demonstrating grasp of the conceptual aspects of systemic leadership. These draw from required reading, supplemental reading, class lectures and team "learning cells."

Quizzes	5%
Demonstration #1	10%
Demonstration #2	10%
Demonstration #3	10%

2. Research and Resource Development: 20%

A. Evaluation of Leadership Books: 10%

A comparison paper of 5-6 pages is to be written on Orr's *Being God's People* and Luecke's *New Designs for Church Leadership.* Compare ideas, approach and content of the two books.

A typed and referenced evaluation of White's *Becoming A Christian Leader* and Dale's *Pastoral Leadership* is to be prepared in approved seminary form. The 6-8 page evaluation will address content review, objective evaluation and comparison/contrast features. Late papers are reduced by one grade per day.

B. Research Log: 10%

Each student keeps a typed record of reading done parallel to the course. This includes a full bibliographic entry, number of pages read and a reflection of "learnings." "Reflection" may include insights, summations, quotes or ideas for later use or research. Suggestions for reading are from books on reserve in the library, from lecture references, from the curriculum lab and from periodicals focusing on leadership/administration.

3. Team and Class Participation: 15%

A. Participation

Participation will include team and class attendance and contribution. Credit is given for class attendance by 5% if no more than three absences occur during the semester. Excused absences beyond the three noted may be granted for unavoidable circumstances and by compensation projects to receive "excused" credit. Attendance will be monitored and reported by the teams in a manner that provides accurate information. Two thirds of class attendance is required for passing credit in the class.

B. Contribution

Contribution includes assistance with a well-functioning team, both as leader and as follower. It also includes an effort to create a learning climate in the class. Major opportunity will be provided for this in the Friday Interactive Discussions. Class members will be responsible for initiating exploratory questions and contributing meaningful ideas to the discussions.

C. Team Structure Designs

- Each person will choose one planning/decision making event of a selected church; for this event, an agenda will be structured. These are meetings from which agenda selection can be made: Church business meeting, deacons' meeting, staff meeting, church council, education council and music committee. Accompanying the agenda will be a role description of the committee designating the principal responsibilities of the committee (not just activities). Each team member will select a different meeting to structure. (Prior permission can be requested if another type of meeting is to be structured.)

  The team (or each individual) will relate the agendas to the church described in the project. The agendas are expected to reflect issues from lectures, discussions and readings. Sources other than lectures or notes must be documented and footnoted.

- Each person will project an hour-by-hour schedule of ministry for a week by seeing him/herself in a full-time ministry setting. The type of ministry is the student's choice. This structure does not relate to the church described in structure #1. Seek to reflect balance and comprehensiveness by using ideas from lecture and readings. The structure designs are required for contribution credit.

4. Systems Designs: 30%

A. Church System Design: 12%

A comprehensive project of research and design is developed by each team over the semester. All six team members share in this project and all receive a common grade. The church simulation may have fictitious aspects, but is based on conditions and the environment of an actual church. The church is chosen by the team. Brief minutes of team meetings will be part of the report. Further instructions for preliminary and final design will be furnished. After submission of the preliminary design, the professor will meet with each team for review and guidance. All team members must be present for this conference.

B. Individual Ministry (Subsystem) Design: 18%

Individual team members create particular ministries (subsystems) to complete the group project. The ministry designs each receive an independent grade. The ministries are part of the team project and are due as part of the project.

COURSE OUTLINE

Unit I: Systemic Planning
(Weeks 2, 3, 4, 5)

Required Reading: Callahan, *Twelve Keys to an Effective Church*
Recommended Reading: Anderson & Jones

Desired Outcome:
- To conceptualize a fuller meaning of bodiness for the church
- To be oriented to an organization theory framework
- To be capable of defining systems terms and concepts
- To be capable of discussing the church in a systems' perspective
- To demonstrate knowledge of the mission nature of the church
- To be capable of articulating the process of "idealization"
- To be capable of designing the framework of a church body
- To be capable of identifying the environmental systems of a church

Unit II: Systemic Design
(Weeks 6, 7, 8)

Required Reading: Orr, *Being God's People*
Luecke, *New Designs for Church Leadership*

Desired Outcome:
- To be capable of integrating a concept of ministry within a New Testament ecclesiology, in contrast to a program approach
- To conceptualize a full range of ministries appropriate to a particular church

- To be capable of relating the various ministries of the church with each other in a holistic and purposeful design
- To be capable of designing a specific ministry with thoroughness and appropriate boundaries
- To be capable of relating a church's ministries to its environment
- To engage in a team design of a complete church body with its ministries

Unit III: Systemic Leadership
(Weeks 9, 10, 11)

Required Reading: Gardner, *On Leadership*, Chapters 1-8
Dale, *Pastoral Leadership*
White, *Becoming A Christian Leader*

Desired Outcome:
- To understand a well-rounded concept of the minister as a body leader
- To be capable of recognizing and identifying the various components for effective leadership
- To demonstrate practical knowledge of and some skills in effective leader behavior
- To identify one's own leadership weaknesses, strengths, preferences and potentials

Unit IV: Systemic Development
(Weeks 12, 13, 14)

Required Reading: White, *The Art of Human Relations*
Gardner, *On Leadership*, Chapters 9-17

Desired Outcome:
- To increase competence in assessing relationships in effectiveness, health or disease
- To increase competence in applying relationship building skills to ministry
- To increase competence in managing conflict and difficult aspects of relationships

Week	Topics/Assignments
1	Introduction and Team Formation

Overview of the course, contracting for learning processes, organization of teams for "learning cells" and an introduction to systemic approaches.

2 Church Models and Designs

An investigation of various models and theories of organization as they can be employed in understanding and designing the church with special attention to a systems perspective.
Tuesday Quiz: Tim Lines Systems Paper

3 Foundations for Planning

An understanding of systems characteristics and their application in developing a theory of planning.

4 Idealization Planning

An introduction to an interactive approach to planning called "idealization" and its relevance to the nature and design of the church.

5 Environmental Assessment

An assessment of environments in which churches and organizations live and an approach to making appropriate interventions in them.
Competency #1 will be taken in place of the Friday discussion.
Preliminary Design due.

6 Ministry Designs

An examination of models of church ministries and active design of representative ones: Worship, Education, Pastoral Care.

7 Ministry Designs

Continuation of examining church ministries: Evangelism, Financial Stewardship, etc.
Orr and Luecke Book Comparison due.

8 Planning Vehicles

A description and examination of planning units to be created and implemented in the church.
Quiz on Unit II Notes and "Planning Vehicles"

9 Leadership Foundations

An examination of basic ministry leader concepts and a introduction to leadership definitions will be discussed.

10 Leadership Styles

Different methods of identifying leadership styles and the dimensions used to describe leadership will be presented.

11 Leadership Skills

Tasks and skills required for effective leading will be identified and encouraged.
Competency #2 will take the place of the Friday discussion.
Church and Ministry Designs due.

12 Building Relationships

An introduction to a model for building more permanent and effective relationships by examining the phases through which relationships move.

13 Conflict Management

An approach to conflict that normalizes it for all relationships and examines ways of making conflict creative and constructive.

14 Relationship Implementation

Examination of areas where the principles of effective relationship building may be applied.
Research Log due.

Stanford University
Haas Center for Public Service
P. O. Box Q
Stanford, CA 94309

Timothy K. Stanton
Associate Director
(415) 725-2859
Lynn Torin
(415) 493-0684

Public Policy/Urban Studies 182

COURSE OUTLINE

Session Topics/Activities

1 Course Overview. What Public Policy/Urban Studies 182 is and is not. A review of course requirements and instructor and student expectations.

Course Introduction. Discussion of (1) the concept of community, (2) how decisions are made and problems are solved in local communities and (3) what constitutes community leadership ("Who gets things done? How?"). Examine seminar participants' perceptions of community, who makes decisions, who has influence and who does not, and what processes and strategies are utilized.

Plan for "Bay Area" and "Community Leaders" presentations.

Assignments
Begin reading local newspapers--both to become acquainted with local issues, organizations and community leaders and to identify a local/regional issue or controversy which you may wish to explore through this course. *The Palo Alto Weekly, Palo Alto Times-Tribune, San Jose Mercury News, San Francisco Chronicle, Examiner* or *Bay Guardian* are all good sources and are available in the libraries or by subscription. Pick one or two of these publications and read them regularly throughout the quarter. Come to class ready to discuss one or more issues which interest you.

Read:
- Matthews, D., "Questions About Democracy"
- Kemmis, Daniel, "Barn Building: Cooperation and the Economy of the West"
- Greenbelt Alliance, "Reviving The Sustainable Metropolis"

2 The San Francisco Bay Area: Panel presentation on this region as an economic, social and environmental community. Guest speakers: Steve Levy, Omowale Satterwhite and Debbie Mytels.

Introduction of Course Project Assignment: Local Issue Case Study. Brief overview of potential case study projects. Students should begin to consider which meets their interests and follow related issues in their newspaper reading.

Assignments

Read: - Continue newspaper reading--track potential project interest.
- Cochran et al., "Issues and Public Policy" from *American Public Policy: An Introduction*
- Kemmis, Daniel, "The Art of the Possible in the Home of Hope"
- Gardner, John, "Building Community"

3 "Community Leadership." Hear and challenge community leaders' stories and ideas as to what constitutes community leadership in this area. How are decisions made? How is leadership expressed? What concepts of community do "leaders" hold?

Review Case Study Project: Inventory students' issue interests, skills and resources and review community and instructor expectations.

Assignments

Read: - Whyte, W. F., *Learning From The Field: A Guide From Experience*, Chapter 1
- Wagner, Jon, "Field Study as a State of Mind"
- Gardner, John, "Leadership: An Overview"
- Reich, Robert, "Introduction" (to *The Power of Public Ideas*, 1988)

Write: Exercise 1: Notes for Case Study Proposal. Students articulate individual interests and resources--both personal and issue-oriented--which will help define and support their case study project.

4 Report-in: "Community Leaders" presentation--what did you see, what did you hear, what did you learn? Analysis of presenters' perspectives on the nature of policy decision making and problem solving in the local community. How do these perspectives relate to those offered in the assigned readings?

Report-in: Notes for Case Study Proposal. Students share and examine interests, skills and resources related to their case study project interests. Tentative project selection.

Participant Observation. Introduction to the participant observation method for data gathering in the field. Emphasis on differentiation of observation from interpretation and on role of values, assumptions and culture in perspective development. Teams formed for community observations.

Assignments

Read: - Whyte, W. F., "Participant Observation: Rationale and Roles"
- Suelzle, M. and Pasquale, "How To Record Observations: Writing Field Notes"
- Boyte, Harry, "Civic Life and the American Dilemma"

Do and Write Up: Exercise 2: Participant Observation in the Local Community. In teams, students visit community settings or events related to their case study project interests to observe and explore activities, interactions and consequences relevant to selected issues. Field notes will contain both observations and interpretations.

5 Report-in: Participant Observation. Students report on observation assignment and review skill issues. Discussion of assumptions and biases and their role in affecting how and what we see.

Case Study Project Selection: Final decisions made on case study project topics and teams. Students plan for meetings with project "clients" to review project goals and activities.

Assignments

Read: - Whyte, W. F., "Planning The Project and Entering The Field."

Do: Students interview case study project "client" to review project plans, commitment and identify needed resources.

6 Report-in: Case "Client" Interviews. Review case project plans.

Seminar: Strategies for Case Studies. Students prepare for case studies by assisting each other in identifying sources for case study data gathering. Introduction and discussion of implications of an "ecological perspective" for identifying sources of information--for data gathering in course and for internship selection. Attention to both strategic and ethical issues.

Skill Building Workshop: Planning for Field Research. Students prepare and write up first drafts of plans for completing case research and analysis.

Assignments

Read:
- Taber, M., et al., excerpts from the *Handbook for Community Professionals*
- project related literature
- Burns, Peltason and Cronin, "Government and the Grass Roots"
- piece suggested by city manager
- Engel, M., "The Structure of Local Government"

Write: Case Study Plans. Students finalize plans for case studies--copies prepared for instructors and "client" organizations.

7 Case Study Supervision: Final review of plans, problem solving as needed.

Seminar: The Policy Process in Local Government. A local city manager discusses the process of policy analysis and implementation in local government using issues which students are addressing through the case studies as examples.

Assignments

Read: - Starling, Grover, "Analysis for Action"
- Burns, Peltason and Cronin, "State and Local Policy Making"

Do: Case study research.

8 Students work on case study projects.

Assignments

Read: - Schein, Edgar H., excerpts from *The Clinical Perspective in Fieldwork*
- Whyte, William F., "Field Relations"
- Bronfenbrenner, U., "An Ecological Orientation: Purpose and Perspective"
- Hartman, Ann, excerpt from "The Context of Child Welfare"

Continue work on case study project.

9 Case Study Consultation. Review of case study research objectives and outcomes.

Skill Building Workshop. Investigatory Interviewing. Instruction and practice in planning, conducting and analyzing a field interview. Form teams for interviewing assignment.

Assignments

Read: - Whyte, William F., "Interviewing Strategy and Tactics"
- "Tending--the Art of Listening"
- Jones, "The Sensing Interview"

Write: Exercise 3: Community Interviews. Students will develop perspective on case study issues through investigatory interviews in the community. Interviews will be conducted in pairs with each student interviewing his/her source and observing his/her partner's interview. Field notes will describe and interpret data gathered through the interview as well as the interview experience.

Continue case study research.

10 Report-in: Investigatory Interviewing. Interview teams report their findings. Observations and interview results will be analyzed as a picture of local policy community. Review concept of ecology as applied to social policy.

The Role of Community Institutions in Policy Formulation, Review and Modification: Discussion of role of government, business, non-profit and advocacy organizations.

Assignments
Read: - Boyte, Harry C., "The Making of a Citizen Revolt"
- Engel, M., "Community Politics"
- McKnight, John, "Regenerating Community"

Continue case study data gathering.

11 Report-in: Case Study Data Gathering

Public Policy Decisions--examination of how they are made, who has influence.

Assignments
Read: - Matthews, David, "Participation in a Democracy--The Individual and The Public" and "The Public and The Government"
- Bellah, et al., "Getting Involved"
- Domhoff, W., "Community Power Structures and the National Ruling Class"

Write: Case Study Reports (first draft) for presentation to class.

12 Gaining Influence in The Policy-Making Process: Examination of political processes of lobbying, listening, timing, looking at alternative choices, finding common ground, etc., at the local level.

Check-in: case study projects.

13 Case Study Presentation. Student research teams make oral presentations on their research findings to other class and community members.

Assignments
Complete case study reports.

14 Case Study Presentations. Remaining teams make oral presentations of case findings to class and community members.

Assignments
Complete case study reports.

15 Sharing The Learning: examination of what students have learned during quarter. What do you know now about community decision making, factors that affect policy, community leadership and how these roles fit you as an individual?

The Ecology of Public Issues. Introduction of systems theory and the use of "ecological mapping" (Hartman) as a means to understanding the political/social/cultural context of local policy formulation and implementation.

Preparation for Final Assignments.

Final Assignments

Read:
- Hodge, B. J., and Anthony, "The General Systems Approach"
- Papp, Penny, "What is a System?"
- Morgan, Gareth, "Organizational Ecology: The Creation of Shared Futures" and "Loops Not Lines: The Logic of Mutual Causality"
- Hartman, Ann, "Diagrammatic Assessment of Family Relationships"

Write: Exercise 4: Contextual Mapping of Policy Issues. Utilizing assigned reading and data gathered from experience this quarter, apply an ecological perspective to understanding the context of public issues upon which you focused during the quarter.

Submit: Three copies of final case study reports

Write: Self-Evaluation. Students prepare self-evaluation of learning achieved through course.

Texas Tech University
P. O. Box 4259
Lubbock, TX 7909-5014

Judith Henry
Assistant Vice President
for Student Affairs
Dean of Students
(806) 742-2192

Advanced Leadership Class - COMS 3303

This is a seminar course which expects participation and interaction among students and instructors. It is limited in size to accommodate a seminar/discussion format; all students must be approved prior to registration in the course. The course challenges the students to examine their own leadership styles, preferences and tendencies, so that they begin to process their leadership experiences beyond their current roles as student leaders. Class meets twice a week for 1 1/2 hours.

TOPICS COVERED

Power
Ethics
Boundary Breaking
Machiavellianism
Volunteerism
Power/Authority
Humor
Other Current Issues

COURSE REQUIREMENTS

1. Attendance and Participation (20%)
   Attendance is taken daily and an absence is worth a point each. Students are required to notify the instructor if they are unable to attend. Class grades are lowered if attendance is poor. In other words, it is important to be at class, on time and to participate.

2. Leadership Style Paper (15%)
   This is an exciting and challenging assignment. Please write neatly or type. The following needs to be covered in 5-7 pages:
   - Definition of: leader, leadership, role models
     Please list examples.
   - Why you are where you are?
   - Are you a leader? Why?
   - Qualities and traits you possess that aid you in being a leader.
     Qualities and traits you wish to acquire.
   - Your own personal mission statement.
   - Anything else you want to include.

3. Conference with Instructor (5%)
   This is only on one day, so please be sure to keep the appointment. The meeting will take place in the Dean of Students Office.

4. Students have an option:

Leadership Paper (10%)
A 5-10 page paper on an individual the student identifies as a leader. They must include at least two sources. Student should address why they think this individual is a leader, his/her positive and negative qualities, why this individual was chosen and what skills or traits they possess that are similar and which are different.

OR

Book Report (10%)
The book report is a wonderful opportunity to read interesting books that may apply to the student as an individual or to people he/she knows. Book requires approval by instructors.

OR

Presentation (10%)
This will be a 10-15 minute presentation with a handout that addresses any issue/skill in which students are interested. Topic requires approval by instructors.

6. Leadership Journal (15%)
The suggested questions and sheets are included in the back section of the manual/class text. Students can write on class discussions or anything else they wish, as long as they can defend its relationship to leadership. There will be an average of two entries a week.

7. Spotlights (10%)
Be sure to look over the specific instructions for the Spotlights in the "book."

8. Class Project (20%)

TOTAL 100%

Troy State University
Adams Administration Building
Troy, AL 36082

Jack Hawkins, Jr.
Chancellor
Emma Coburn Norris
Director of University Honors
(205) 566-8112 ext. 3198

University Honors Capstone Seminar in Leadership - HON 400

RATIONALE/OBJECTIVES

This final course, as the label "capstone" indicates, brings together the University Honors Scholar's varied collegiate experiences in both disciplinary and interdisciplinary studies. Under the heading of leadership, historical and contemporary perspectives are brought to bear upon the student's past experience and his/her aspirations for the future. In one sense, University Honors Program courses have been planned to nourish the leadership capabilities of University Honors Scholars. This topic can be adapted to 1) the student's need to contemplate the meaning of a college education beyond the campus arena, 2) the appearance of distinguished visitors on campus and 3) the various areas of faculty expertise as the course is offered.

COURSE CONTENT AND FORMAT

Leadership Forum

Guest speakers as well as faculty and staff are invited to share with the class their guiding principles for leadership and their leadership experiences, with the focus on leadership styles. Two field trips are planned for the observation of leaders in their own operating environment. For each of these sessions, a class member serves as Chairman of the Board.

Leadership Council

Officials from the highest levels of the administration serve as mentors for class members to introduce them to the administrator's responsibilities within the university's structure and offer opportunities for observation of leadership styles.

Leadership Theory, Practice and Research

In addition to duties connected with service as Chairman of the Board, a research project, resulting in a paper (10-page minimum), serves to relate theory to practice.

This 3-credit course, taught by two instructors in the spring quarter, is the final course requirement in the four-year interdisciplinary sequence of University Honors courses. Specific topics are determined in advance by the instructors in consultation with the Honors Council. Class meets twice each week for one and one-half hours in the Executive Conference Room of the Adams Administration Building. Class size: 10-12 students.

Troy State University

Jack Hawkins, Jr.
Emma Coburn Norris

COURSE REQUIREMENTS

- Application of materials in texts to discussions with the Leadership Forum members and the Leadership Council
- Research paper
- Service as Chairman of the Board. Duties include: a letter of invitation to guests; service as host or hostess for luncheon preceding class, when applicable; introduction of guest speakers at class sessions; follow-up letters to guest speakers; summary of class session with guest speakers to be submitted at the next class meeting
- Reading from the reserve list in the Library
- Regular and consistent interaction with mentor
- Collection of quotations from speakers or readings
- Submission of critique (evaluation of this first-time "experimental" course)

EVALUATION PROCEDURES

The student's final grade will be determined by class participation, written work, oral presentations and a (written) final examination (each weighted equally).

TEXTS

- Gardner, John. *On Leadership*. New York, 1990
- Burns, James MacGregor. *Leadership*. New York, 1979

SYLLABUS

Session

1 Opening Session: Chancellor Jack Hawkins, Jr.
Introduction to leadership theory, course format and procedures

2 Field trip to Birmingham, lunch and class session at SouthTrust Bank Corporate Headquarters and Alabama Institute of Sports Medicine. Speakers: Wallace Malone, CEO of Southtrust and Chairman Pro Tempore, Troy State University Board of Trustees; Jim Andrews, Director, Alabama Institute of Sports Medicine
Speaker: Arnelle Adcock, Director of University Relations

3 Speaker: Barbara Larson, Director of Leadership Alabama
Workshop at Southern Regional Honors Council conference in Atlanta: University Honors PEP (Peer Education Project), presentation by students

4 Attendance at Phi Beta Kappa Associates; Lecture by John Scott Colley, Acting President of Hampden-Sydney College; class hosts student reception following lecture

Speaker: Oscar Page, President of Austin Peay State University

5 Speaker: Robert Pullen, Professor of Sociology

Emma Coburn Norris, Director of University Honors: simulation exercises in leadership; discussion of research topics

6 Joseph Sutton, Executive Director (retired), Alabama Commission on Higher Education

Field Trip to the Alabama State House for 1) session with Hon. Guy Hunt, Governor of the State of Alabama; 2) legislative information session with the Assistant to the Chancellor as mentor and State Senator Wendell Mitchell; 3) speaker: Starr Smith, journalist, at the Capital City Club

7 Speaker: Col. Lance Lord, Commandant, Squadron Officers School of the United States Air Force, Maxwell AF Base

Shirley H. Woodie, President of Alabama Aviation and Technical College

8 Mentor Session I, with Vice Chancellor, Associate Vice President of University College, Vice President for Financial Affairs

Mentor Session II, with Vice President for Student Affairs, Provost, Vice President for Institutional Advancement. Speaker: Lt. Col. Jon Schmidt, U.S.M.C., Central Command Staff member, Operation Desert Storm

9 Speaker: Ladell Payne, President of Randolph-Macon College

Presentation of Leadership Planning Project by students assigned to Dean of the College of Arts and Sciences as mentor.

10 Review, papers turned in, critiques and final examination

University of Colorado at Boulder
Student Leadership Institute
Campus Box 363
Boulder, CO 80309-0363

Adam J. Goodman
Executive Director
(303) 492-8342

PLC Leadership Courses

The Presidents Leadership Class, described in *Leadership Education 1990: A Source Book*, is a program of the Student Leadership Institute. Following are descriptions of four courses which engage the participants in leadership challenges from four perspectives: the individual and the organization, the community, the global, and a combination of these three perspectives.

The four courses begin with **Ethical Leadership** as the foundation course. Here, students are introduced to fundamental principles of leadership and ethics. These topics are followed by **Community Issues in Leadership**. Scholars explore major community problems such as drug abuse, poverty, decline of infrastructure, etc. The first Sophomore semester introduces scholars to **Global Issues in Leadership**. Issues of global interest, environmental degradation and hunger, for example, are studied. Finally, scholars synthesize their efforts by examining **Multi-Level Issues in Leadership**. Interrelationships between local issues and global impacts are examined. Throughout the four courses, PLC emphasizes the skills necessary to deal with issues at these different levels.

Ethical Leadership - PRLC 1950

REQUIRED TEXTS

Dickey, J. (1971). *Deliverance*. New York: Dell.
Gordon, T. (1980). *Leader Effectiveness Training.* New York: Bantam.
Blanchard, K. and Peale, N. V. (1987). *The Power of Ethical Management.* William Morrow & Co.
Gilligan, C. (1982). *In A Different Voice: Psychological Theory and Women's Development.* Cambridge, MA: Harvard University Press.
PLC Packet of Readings.

COURSE OUTLINE

Session	Topics/Assignments
Leadership	
1	Introduction to the Course

Warren Bennis, "The Dreamless Society"
John Gardner, "Leadership in These United States," "Responsibility Networks," "The Invisible Sector"
Michael Korda, "How To Be A Leader"
"The PLC Leadership Vision Statement" (8 Goals)
T. Gordon, *Leader Effectiveness Training*, pp. 1-48

2 Leadership: Seven Views--Robert Terry
Machiavelli, *The Prince*, parts 14-18, 25
Robert Caro, *The Power Broker*
Lecture by David Chrislip, American Leadership Forum

3 Types of Leadership Problems--Ronald A. Heifetz and Riley M. Sinder
"Political Leadership: Managing The Public's Problem Solving," in Robert B. Reich, Ed., *The Power of Public Ideas*

4 A Female View of "The System"--Anne W. Schaef, *Women's Reality,* Chapters 1 & 5
John Gardner, from *Leadership*, "The War of the Parts Against the Whole"
Empowering Organization--Charles F. Kiefer, "Leadership in Metanoic Organizations"

5 The Need for Vision--Warren Bennis, "Strategy 1: Attention Through Vision," in *Leaders: Strategies for Taking Charge*
Martin Luther King, Jr., "I Have A Dream"
Joseph Campbell, "Excerpts" from *The Power of Myth*

6 Leadership in Other (Non-Western) Cultures--Richard B. Lee, "Eating Christmas in the Kalahari"
Marshall Sahlins, "Village Level of Moalan Society"

7 Leadership Skill--Thomas Gordon, *Leadership Effectiveness Training*, pp. 49-142

8 **First Essay Due**
A written response to a case study using the student's concepts of leadership (8-12 pages). Brief oral presentation of the conclusions drawn in the essays with discussion.

Ethics

9 Introduction to Ethics
Raziel Abelson and Marie-Louise Friguegnon, "The Morality of Life and Death"
Immanuel Kant, "The Categorical Imperative," in *Ethics for Modern Life*, 3rd edition
PLC Handout "The Range of Ethical Models"

10 Ethics in the Professional World--Ken Blanchard and N. V. Peale, *The Power of Ethical Management*

11 Literary Models of Ethical Issues in Leadership--James Dickey, *Deliverance*

12 Is There A Distinctly Female Sense of Ethics?--Carol Gilligan, *In A Different Voice*

13 Leadership: Resolving Conflicts, and Personal Assessment--Thomas Gordon, *Leader Effectiveness Training*, pp. 143-264

14 Values Assessment Exercises--from *The People Puzzle*, by Morris Massey

15 The Ethics of Civil Disobedience--Martin Luther King, Jr., "Letter From the Birmingham Jail"

16 **Oral Presentations** (approx. 15 minutes each) explaining the conclusions reached in the final essay on ethics.

17 **Final Examination Period**
Convocation of Class for purposes of Summary and Integration.
Remaining Oral Presentations will be given at this time.
Final Essay on Ethics based on a case study and the student's own personally developed Code of Ethics will be turned in at this time.

Additional Program Activities for the Semester

1. Orientation Weekend
2. Lecture Series
3. Seminar Series
4. Trustee Seminar
5. Groupabout

Community Issues in Leadership - PRLC 1820

REQUIRED TEXTS

Slater, P. *The Pursuit of Loneliness*. Beacon.
Newman, K. *Falling From Grace*. Random House.
Kozol, J. (1988). *Rachel and Her Children*. Fawcett Columbine.

Greenleaf, R. K. *The Servant as Leader.*
PLC Packet of Readings on Reserve.

COURSE OUTLINE

Session	Topics/Assignments
1	Introduction to the Course Group Bonding Activities
2	**Community in American Life** M. Scott Peck, *The Different Drum: Community Making and Peace*, "Individuals and the Fallacy of Rugged Individualism," pp. 53-58 "The True Meaning of Community," pp. 59-76
3	The Loss of Community--P. Slater, *The Pursuit of Loneliness*, revised edition, pp. 1-37, 88-104, 142-154, 168-177
4	Addiction and Adversarialism in American Communities Roland Delattre, "The Culture of Procurement: Reflection on Addiction and the Dynamics of American Culture," pp. 56-66 William F. May, "Adversarialism in America and the Professions," pp. 185-201
5	**The Family** *Newsweek* Special Edition Winter/Spring 1990, "The 21st Century Family," pp. 14-47, 54-71, 86-106 Linda Cornet, *Boulder Daily Camera*, February 10, 1991, "The Plight of Families," p. 1B
6	**Children** Jonathan Kozol, "The New Untouchables," *Newsweek* Special Edition Winter/Spring 1990, pp. 48-53 T. Berry Brazelton, "Why Is America Failing Its Children?" *The New York Times Magazine*, September 9, 1990, pp. 42-51 "Suffer The Little Children," *Time*, October 8, 1990, pp. 40-48
7	**Family**--Care of the Aged May Sarton, *As We Are Now* and Statistics on the Aged Movie: *Parenthood*; Movie: *Dad* **First Essay Due**
8	**Poverty and Unemployment** Jonathan Kozol, *Rachel and Her Children*, pp. 1-39, 47-73, 81-112, 129-139, 168-184, 194-204

9 Charles Murray, "Two Wars Against Poverty: Economic Growth and the Great Society," *The Public Interest*, pp. 3-16
Sarah Ferguson, "Us Against Them: America's Growing Frustration with the Homeless," *Utne Reader*, September/October 1990, pp. 50-55
Peter Marin, "Helping and Hating the Homeless," *Harpers*, pp. 39-49

10 Katherine Newman, *Falling From Grace*, Chapter I--"American Nightmares," Chapter II--"The Extent of Downward Mobility," Chapter IV--"The Downwardly Mobile Family," Chapter VI--"Blue-Collar Workers and the Abandonment of Tradition," Chapter VII--"Middle-Class Women in Trouble"

11 **Power and Influence**
The Mass Media, Walter Karp, "Who Decides What is News?" *Harpers*, July 1989 (*Utne Reader*, November/December 1989, pp. 60-68 reprint)
James J. Drummey, "Bias, Distortion, Selective Coverage," *The New American*, November 1989, pp. 6-10

12 **The Mass Media**
Michael Parenti, *Inventing Reality*, Chapters 2, 3, 5 and 10

13 **Pressuring the Government: The Role of Lobbyist**
"Peddling Influence," *Time*, March 3, 1986, pp. 26-36
Janet Novack, "Influence for Sale," *Forbes*, February 20, 1989, pp. 108-109

14 **Theories and Practice in Public Service**
What is Service to the Servant? R. K. Greenleaf, *The Servant as Leader*
Trustee Lecture--"Serving Our Own"

15 What is Service to the Recipient of Service? Herbert Kohl, "Part Two" of *36 Children*, pp. 183-227
Robert Coles, "Community Service Network," pp. 11-13
Scott Lipton Lecture

16 **Final Examination Period**
Convocation of Class for purposes of Summary and Integration.
Remaining Oral Presentations will be given at this time.

Additional Program Activities for the Semester

1. Tuesday Night Lecture Series
2. The Urban Experience
3. Group Project

BASIS OF SCHOLAR EVALUATION

1. Reaction Papers
2. Two Formal Essays on Specific Community Issues in Leadership (based on a case study, 12-15 pages)
3. Oral Presentation on the group project

Global Issues in Leadership Syllabus - PRLC 2950

REQUIRED TEXTS

Bodley, J. (1983). *Anthropology and Contemporary Human Problems.* 2nd edition. Palo Alto, CA: Mayfield Publishing.
Harman, W. W. (1979). *An Incomplete Guide to the Future*. New York: W. W. Norton & Co.
Brown, L. et al. (1990). *State of the World 1990*. New York: W. W. Norton & Co.
Callenbach, E. *Ecotopia.*
PLC Packet of Readings.

COURSE OUTLINE

Session	Topics/Assignments
1	Introduction to the Course **Major Global Issues**--Lester Brown et al., *State of the World 1990*. "The Illusion of Progress," pp. 3-16 Brown, *State of the World 1988*. "The Earth's Vital Signs," pp. 3-21 and Definitions of Terms--Planetary Values, etc. E. Boulding, "Portfolio of Global Experience," in *Building a Global Civic Culture*
2	Dominant Paradigms Kenneth Boulding, "The Economics of the Coming Spaceship Earth", in Herman Daly, Ed., *Economics, Ecology, Ethics & System Thinking*
3	Albert Bartlett, "The Greatest Shortcoming of the Human Race: Failure to Understand Exponential Growth." (Video)
4	**Environmental Problems** John Bodley, *Anthropology and Contemporary Human Problems.* 2nd edition, "Anthropological Perspectives, Adaptation and Tribal Cultures, Natural Resources and the Culture of Consumption," pp. xi-84

5 **Hunger**
Bodley, "World Hunger and Industrial Food Systems,"
Lester Brown, *1990*. "Feeding the World in the 90s," pp. 59-78

6 **Human Rights**
Selection from Laquer & Rubin, *The Human Rights Reader*

7 **Population**
Bodley, "The Population Problem," pp. 145-170

8 **Violence**
Bodley, "Internal Order"--Violence in America, "War and International Order" and "War and Human Nature," pp. 171-214

9 Steady-State Economics
Herman Daly, "Introduction to the Steady-State Economy," pp. 1-31, 324-372

10 Christian and Buddhist Economics
E. F. Schumacher, "The Age of Plenty: A Christian View" and "Buddhist Economics," in Daly, *Economics, Ecology, Ethics & System Thinking*

11 Willis Harman, *An Incomplete Guide to the Future*. "The Transindustrial Era" and "Strategies for a Viable Future," pp. 113-145
Brown, *1990*, "Picturing A Sustainable Society," pp. 173-190

12 "What the Future Holds?"--E. Callenbach, *Ecotopia*

13 State of the World Oral Presentation--Violence

14 State of the World Oral Presentation--Social and Economic Well-Being

15 State of the World Oral Presentation--Human Rights and Political Justice

16 State of the World Oral Presentation--The Environment

17 **Final Examination Period**
Final Convocation of Class for purposes of Summary and Integration.

State of the World Written Reports (25 pages) are due at this time. This is the major writing assignment for the semester although shorter ones will also be required.

Additional Program Activities for the Semester

1. Orientation Weekend

2. Sophomore Workshops
3. Group Project
4. Individual Project

Multi-Level Issues in Leadership - PRLC 2820

REQUIRED TEXTS

Covey, S. *The Seven Habits of Highly Effective People*. S&S Trade.
Takaki, R. *From Different Shores: Perspectives on Race and Ethnicity in America*.
PLC Packet of Readings.

COURSE OUTLINE

Session	Topics/Assignments
1	Introduction to the Course Group Bonding Exercises Brief Review of Leadership Styles and Principles (PLC Vision Statement, Robert Terry's Seven Styles of Leadership, etc.) Preview Steven Covey's *The Seven Habits of Highly Effective People*
2	**The Character Ethic in Leadership** *Seven Habits*, pp. 15-62
3	**Gender and Multiculturalism** R. Takaki, "Introduction," *From Different Shores: Perspectives on Race and Ethnicity in America*, pp. 3-9, "Patterns," pp. 11-12 Nathan Glazer, "The Emergence of an American Ethnic Pattern" Michael M. Morris, "Education Citizens for a Multicultural Society," in *Public Leadership Education*, Vol. II, pp. 21-27
4	R. Takaki, "Reflections of Racial Patterns in America," *From Different Shores*, pp.38-46 Shelby Steele, "Recoloring Campus Life," in *Harpers*, February 1989, pp. 47-55
5	**Policy and Leadership Implications of Multiculturalism** Case Study: Peter Hellman, "A Dilemma Grows in Brooklyn," *New York*, October 17, 1988, pp. 54-59

Dinesh D'Souza, "Illiberal Education," *The Atlantic Monthly*, March 1991, pp. 51-79
US West Workshop: Understanding Gender and Multicultural Differences

6 **Women's Changing Roles**
"Women: The Road Ahead," *Time*, Special Edition Fall 1990
Beah Richards, "A Black Woman Speaks," pp. 27-39
Camille Paglia, "Wrong On Rape," *Boulder Daily Camera*, May 19, 1991, p. 1B
Sara E. Rix, Ed., *The American Woman 1988-89: A Status Report*, pp. 13-22
"University of Colorado at Boulder: Policy on Sexual Harassment," pp. 1-11
Donna Shavlik, Judith Touchton and Carol Pearson, "The New Agenda of Women for Higher Education," pp. 1-17

7 **Conflict Resolution and Mediation**
Covey, "Public Victory," pp. 183-284
Steven Meyrich or David Dolfinger Workshop: Conflict Resolution

8 **Education in America**
Lynne Cheney, *Tyrannical Machines: A Report on Educational Practices Gone Wrong and our Best Hopes for Setting Them Right*, National Endowment for the Humanities

9 Joseph Nocera, *The Washington Monthly*, "How the Middle Class Has Helped Ruin the Public Schools," *Utne Reader*, September/October 1990, pp. 66-72
Samuel Freedman, *Small Victories*, Chapters 9 & 11
Newsweek, Special Edition on Education, pp. 72-92
Mark Satin/New Options, "Nine Ideas to Improve the Schools," *Utne Reader*, September/October 1990, pp. 78-83
The Wilson Quarterly, 1991, "Why the Schools Still Don't Work," pp. 62-89

10 Oral Presentations (approx. 15 minutes each) explaining the conclusions reached in the final essay on a multi-level problem.
Essay due on multi-level leadership issue

11 **Use of Our National Resources**
The State of the Federal Government: How Effective is Congress?
E. J. Dionne, "Why American Hate Politics," *Utne Reader*, November/December 1991, pp. 78-85
"No Bull: The Campaign America Needs--But Won't Get," *Newsweek*, October 14, 1991, pp. 22-29
Use of Public Lands--The Future of the American West
Gary Holthaus, P. Limerick, C. Wilkinson and E. Munson, *A Society to Match the Scenery: Personal Visions of the Future of the American West*
Wendell Berry, *The Unsettling of America: Culture and Agriculture*, "Thoroughly Cowed," *Sierra*, September/October 1990, pp. 37-49

Cattlemen's Association, "Industry Facts: Grazing," pp. 1-5, or Edward Abbey, "Polemic: Industrial Tourism and the National Parks," in *Desert Solitaire*

12	Use of National Resources--continued
13	Use of National Resources--continued
14	S. Covey, *The Seven Habits*, pp. 285-340
15	**Walkabout Weekend**

Additional Program Activities for the Semester

1. Sophomore Speaker Series
2. Walkabout (15 hours per week)
3. Walkabout Weekend

BASIS OF SCHOLAR EVALUATION

1. Essay (10-15 pages) on a specific multi-level leadership problem (based on an actual event and/or case study).
2. Oral Presentation on a specific multi-level leadership problem, i.e., the same problem addressed in the essay (see above).
3. Oral Presentation on the Walkabout experience including an assessment of the leadership challenges and styles encountered at the Walkabout site.
4. Written Summary of the Walkabout oral presentation (2-4 pages). The Walkabout and its presentation (oral and written) constitutes 50% of the semester grade.

University of Florida **Elizabeth B. Bolton**
Leadership Development and Adult Education (904) 392-1987
3041 McCarthy Hall
Gainesville, FL 32611-0130

Leadership Development for Extension and Community Organizations - AEE 6936

JUSTIFICATION AND NEED FOR COURSE

Florida is changing more rapidly than any other state in the South. The population is increasing each year; the farms, wetlands, water and wildlife are decreasing. Demands for public services are growing; the revenues to provide them are not. Local, regional and statewide policies are made to accommodate these and other changes that impact each citizen, family and community. A lack of citizen participation in the public policy process frequently results in policies that benefit only a few. If equitable and acceptable solutions to issues and problems facing rural and urban Florida are to be implemented, leaders in every community must be involved. The availability of local leaders is a prerequisite to citizen participation in the public policy process. These leaders need skills to work with boards, commissions, government agencies and community organizations. Leadership skills are not innate characteristics; they must be learned, and they must be used to be effective.

Currently in Florida, leadership skills are lacking among members in local volunteer, civic and community organizations. County Extension faculty report that: a) officers and members of community organizations frequently do not have the basic leadership skills needed to work in harmony with other members in pursuit of group goals; b) organizations and boards frequently cannot find officers and committee members to provide continuity for the groups; and c) there is low participation by community organization leaders in public policy issues. Further, public policy decisions are frequently dominated by special interest groups and have little input from citizen groups. Both agricultural and non-agricultural community organizations have great potential for developing local leaders that can impact public policy because they exist in every community, have diverse purposes and include many residents in different community roles.

This course is intended for graduate students or advanced undergraduate students majoring in, or studying, any aspect of agriculture or a related discipline involving community organizations or public policy. This course will fill a current void by developing an understanding of the concepts of competent leadership that can be used in student and community organizations and applying them to many aspects of agricultural and related careers.

Prerequisites: None

CATALOG DESCRIPTION

Overview and application of concepts that relate to leadership in community organizations.

Develop students' capacity to be a competent leader in voluntary associations and community organizations.

COURSE FORMAT AND GRADING

This course will be offered for three credits in the spring semester of even-numbered years. The course will consist of a three-hour session of lecture, discussion and application. Participation and utilization of principles and concepts will be emphasized. Grades will be based on class participation (20%), written reports (50%) and final exam (30%).

COURSE OUTLINE

1. Conceptual Background
   - A. Leadership definition and functions in voluntary associations and community organizations
   - B. Theories and styles of leadership

2. Content versus Process Communication
   - A. Working with others
   - B. Decision-making procedures
   - C. Task, maintenance and self-oriented behaviors
   - D. Group norms

3. The Nature of Problem Solving in Groups
   - A. A model for problem solving
   - B. Case study experience

4. Interpersonal Communication within Groups
   - A. Barriers to effective communication
   - B. Listening skills development
   - C. Giving and receiving feedback

5. Conflict Management
   - A. Strategies and techniques for managing conflict
   - B. A case study in conflict management

6. Power, Influence and Negotiations
   - A. Reward and punishment
   - B. Participation and trust
   - C. Common vision
   - D. Assertive persuasion
   - E. Values

7. Meeting Management
   A. Conducting a meeting
   B. Dealing with internal controversy and dissent
   C. Handling disruption

8. Money Management
   A. Fund raising; getting started and sustaining the effort
   B. Budgeting and financial accountability

9. Time Management
   A. Time traps and time wasters
   B. Planning procedures

10. Stress Management
    A. Causes and results of stress

University of Maryland
Campus Activities Office
1191 Stamp Student Union
College Park, MD 20742

Nance Lucas
Assistant Director
(301) 314-7174

Women and Leadership: Roles and Responsibilities

PURPOSE

The purpose of this four-credit course is to analyze the concept of women in leadership roles and examine current issues and trends in relation to historical, sociological, psychological, ethical and economic perspectives. A greater level of awareness will be achieved on the many issues and themes related to women and leadership.

FORMAT

The course will include readings, guest speakers, seminar discussions, written assignments, class debates, videos, large and small group activities and self-assessments.

OBJECTIVES

Students in the course will:

- Analyze the impact of political, psychological, sociological, ethical, historical and economic issues on women and leadership roles
- Examine masculine and feminine stereotypes related to leadership
- Analyze leadership roles and responsibilities using the literature from a variety of disciplines
- Investigate the lives of women in leadership roles
- Analyze selected issues related to women in leadership positions
- Utilize a variety of self-assessment instruments to evaluate self in relation to leadership roles and capabilities
- Share ideas, knowledge, experiences and expertise with others in class in order to create an environment where synthesis can occur
- Explore the concept of leadership and themes related to the topic

REFERENCES

The required textbook for the course is *The Female Advantage: Women's Ways of Leadership*. References for the course will include a variety of materials related to women and leadership. Students will be expected to read books, journals, research studies and other current literature.

SYNTHESIS

Students are expected to read across the disciplines of psychology, sociology, history, management, leadership and other related fields. An in-depth analysis of the literature will be made in relation to the major concepts of the course. Students are encouraged to expand their thinking in new directions and to explore a variety of possible alternatives. The assignments are designed to bring about synthesis by working through the process of reading, exploring, analyzing, evaluating and applying information. Students also will be expected to develop and use creative and critical thinking skills and to draw upon previous coursework to identify and solve problems.

EVALUATION

All work must be turned in on time and must be complete. Assignments will be graded on both content and format. Effective writing skills should be demonstrated in all written assignments. Please proofread and correct spelling, typographical errors and grammar. Assignments require reading to be prepared for class discussions and as documentation for papers. Class attendance and participation will count as part of the final grade. Assignments will be explained in detail by the instructor in class. Guidelines and criteria sheets will be distributed in class for some of the assignments.

ATTENDANCE

Students are expected to attend class. Points are given for every class attended; they count toward the final grade. Points are given for participation in class activities and discussion.

GRADING SCALE

A = 470 - 500 points
A- = 450 - 469
B+ = 435 - 449
B = 415 - 434
B- = 400 - 414
C+ = 385 - 399
C = 365 - 384 points
C- = 350 - 364
D+ = 335 - 349
D = 315 - 334
D- = 300 - 314
F = 0 - 299

ASSIGNMENTS

The following assignments are to be completed and turned in on the due date. They will be evaluated and recorded on a regular basis. Some assignments will not be returned; therefore, make a copy of all work. For assignments not returned, an evaluation form will be completed by the instructor and returned with the assigned grade. All assignments should be kept and used to complete the final synthesis paper.

Assignments	Points
1. Write a one-page paper on synthesis of readings that includes a definition and an example of synthesis. Double-spaced, typed.	15

2.	Take interactive notes for each guest leader and guest lecturer. Major themes mentioned by speakers must be identified and briefly analyzed. These are to be turned in at the end of the class period. (6 points each speaker.)	36
3. **	Reaction Paper: Read four books, chapters, monographs, research studies and/or journal articles, and be prepared to discuss issues and concerns related to women and leadership. Analyze the impact of the topic using three of the following six perspectives: political, psychological, sociological, ethical, historical and economic. Use a variety of sources. Articles from popular magazines are not acceptable sources. State position and personal perspectives on the topic in a 5-6 page paper, typed. The paper must be on one of the following topics: • International Dimensions of Women in Leadership • Impact of Child Care and Parental Care Issues on Female Leaders • Affirmative Action for Women in Leadership • Women Leaders in Religious Organizations • Issues in Sports for Female Leaders/Athletes • Women in the Armed Forces • Female Leaders' Use of Empowerment/Feminine Principles of Leadership	75
4.	Midterm	50
5. **	Interview three women in leadership positions. Prepare a report that includes a summary of the interviews, an analysis of the interviews, a comparison and antithesis of the interviews and personal reactions. The paper should be 5-6 pages long. Students must be prepared to discuss the highlights of the interviews in class.	75
6.	Class and team participation (3 points for each class attended = 51 points [not including day of team presentation]; team participation = 38; class interaction = 35).	124
7. **	Write a synthesis paper. Analyze and synthesize readings, class presentations, self-assessments and personal experiences and perspectives. Review all class assignments and write a paper that demonstrates synthesis. This paper should be 6-8 pages in length.	125
	Total Points	500

** Specific guidelines will be handed out or discussed in class. All papers must be submitted on the due dates.

COURSE OUTLINE

Session	Topics/Assignments
1	Introduction and Course Orientation Assignments and Transparency Exercise Analysis and Synthesis Review
2	Team Meeting on Perspectives Synthesis Definition Class Definitions and ATWAM Questionnaire
3	Leadership Discussion
4	Leadership Discussion continued Textbook, pages 1-60
5	Gender Differences in Leadership Women and Leadership Demographics Guest Leader
6	"Baby Boom" Video
7	"Baby Boom" Video Analysis Impact of Socialization
8	Socialization continued Reaction Paper Executive Women; Sex Roles, Stereotypes and Perceptions
9	Guest Lecturer: Affirmative Action Stereotypes and Perceptions continued Textbook, pages 61-104
10	Power and Empowerment
11	Guest Leader Textbook, pages 105-140
12	Midterm

13	Guest Leader Team Presentation Preparation
14	Guest Lecturer Interview Paper Mommy, Daddy, Daughter Tracks
15	"Norma Rae" Video Textbook, pages 141-176
16	Guest Leader "Norma Rae" Video Analysis
17	Final Comments on Women and Leadership Prepare for Team Presentations Textbook, pages 177-259
18	Team Presentations
19	Synthesis Paper

Speaker Notes and Video Analysis due at the end of the respective classes. Points will be deducted for work turned in after the due date.

"The Dynamics of Leadership" - COMT 392 Topical Seminar

PURPOSE

"The Dynamics of Leadership" is a four-credit course designed to teach students the fundamental elements of effective leadership and demonstrate the importance of leadership in their chosen careers, the community and society in general. The course will better prepare students to assume responsibilities of leadership in the field of communication systems management and understand widely practiced leadership concepts. The course is designed to encourage a high degree of class participation; concepts related to leadership will be practiced in class through structured experiences.

COURSE OBJECTIVES

- to study the concept of leadership and understand that leadership is a process based on relationships with people
- to allow for self-exploration, introspection and values exploration
- to create a comprehensive understanding of leadership for personal and organizational settings
- to explore major themes of leadership such as ethics, empowerment, change, etc., and learn practical applications of these concepts
- to encourage students to understand that leadership can be an option for them in life
- to expose students to a range of topics and issues and influence critical thinking in the area of leadership

TEXTBOOK

The 7 Habits of Highly Effective People by Stephen R. Covey.
Other readings (distributed in class)

COURSE ACTIVITIES

Class and Team Participation

A quality learning experience in a leadership class heavily rests upon a high degree of interaction and exchange of ideas among students, the instructors and guest speakers. The ability to contribute to class discussions related to the textbook information will be heavily weighed. For each class attended, the student will receive two points toward class participation. Class and team participation is worth 80 points of the final grade.

Reading Assignments

All required reading assignments must be completed by the due date so that participation in class discussions, exercises and projects can be completed thoroughly and effectively.

Autobiography

Students will write an autobiography that will highlight significant life experiences that impact on their values, leadership skills, goals and personal perspectives. The paper is worth 50 points and should be 7-9 pages in length, typed and double-spaced.

Midterm

A midterm will be given in class based on course content, lectures, class activities and the textbook. The midterm is worth 40 points.

Speaker Reaction Notes

Speaker reaction notes must be completed on each guest speaker that visits the class. The notes will include a critical analysis of the speaker's perspectives on leadership. Speaker reaction notes are worth six points each, for a total of 30 points.

Grading Scale (200 Total Points)

A = 180 - 200 points
A- = 173 - 179
B+ = 167 - 172
B = 160 - 166
B- = 153 - 159
C+ = 147 - 152
C = 140 - 146 points
C- = 133 - 139
D+ = 127 - 132
D = 120 - 126
D- = 113 - 119
F = 0 - 112

COURSE OUTLINE

Session	Topics/Assignments
	Unit 1: Leadership and Personal Development
1	Introductions Course Review and Course Expectations
2	Introductory Team Builder Defining Leadership New Assumptions About Leadership Textbook, pages 15-62
3	Personal Values and Leadership Ideal Values Exercise Textbook, pages 66-144
4	Guest Leader "Tom Peters" Excellence Video
5	DISC Self-Assessment Behavioral Tendencies and Leadership
6	Guest Leader The Well-Being of Leaders Self-Esteem, Health, Satisfaction with Leadership Role and Reflection Textbook, pages 146-203
	Unit 2: Leadership For A Diverse Society
7	Leadership For A Changing Society Understanding and Celebrating Diversity Cultural Awareness Exercise Autobiography Paper Due

8 Multiculturalism and Leadership
Gender and Leadership
Process Sheet Exercises: Personal Critical Incidents

9 Guest Leader
Building Community Through Leadership

Unit 3: Models of Leadership

10 Successful Strategies of Leadership
Empowering Self and Others
Transactional Leadership
Transformational Leadership

11 Guest Leader
Situational Leadership
Situational Leadership Exercise

Unit 4: Team Development

12 Team Building Exercises
Leadership in Groups

13 Guest Leader
Leadership and Organizational Culture
Interpersonal Competence and Leadership
Textbook, pages 204-284

14 Team Development Exercises

15 Midterm

Unit 5: Ethical Considerations and Leadership

16 Ethical Decision Making Models
Scruples Ethics and Values Simulation
Case Study Groups

17 Organizational Values
Case Studies/Panel Reactors

Unit 6: Introducing Organizational Change

18 Planning for Action
Strategies for Change

Personal and Organizational Renewal
Textbook, pages 285-318

19 "Team Decisions: Examining and Changing the Process" Exercise
Course Evaluation/Closure

University of Nebraska-Lincoln
302 Agriculture Hall
East Campus
Lincoln, NE 68583-0709

Roy D. Dillon
(402) 472-2807

Advantage: Leadership

Advantage Leadership is designed to help international students enhance the application of technical and research skills through development of leadership experience. The institute offers two programs:

Management-Leadership in Agricultural Production Practices

Management-Leadership in Agribusiness and Private Industry

Students who come to the United States to complete educational programs may be assigned to leadership positions upon return to their home country. While these people may have learned excellent technical and research skills, past evaluations from home country contacts report that many lack the leadership skills to enable them to administer effectively.

Also, many graduates who return are given a leadership role even though such a role was not anticipated. In addition, they are likely to be sought out by other workers and co-workers for advice because they are viewed as "experts." Therefore, these programs are designed to help all international students who anticipate a leadership/management role upon returning to their home country.

PROGRAM OBJECTIVES

The objectives are for each student to:

- discover his/her leadership potential
- identify his/her leadership strengths
- develop his/her decision-making and problem-solving skills, especially with people and groups that may resist new procedures and practices
- participate in a field internship with recognized Nebraska business management leaders
- formulate individual "plans of action" based on the "back-home situation" he/she may encounter

MANAGEMENT-LEADERSHIP IN AGRICULTURAL PRODUCTION PRACTICES

Week	Topics/Assignments
1	Technical Knowledge and Leadership: **Balancing Their Importance** Describing the "Back-Home Situation": **Setting Goals** Learning About Myself: **Motivating Strategies** Leadership Skills Development

Decision-Making Processes for Leaders
Problem Solving: **Working With People Who Resist New Procedures and Practices**
Leaders Need Balance: **Keeping Life in Proper Perspective**

2 How the University Specialist Provides Leadership
The Important Role of Farm Organizations: **Their Creation and Management**
Planned Internship Experience **(Site #1--two full days)**
Using Networks and Consortiums to Reach Your Goals: **Involving Others**
Learning About Agricultural Leadership: **A Weekend Home Stay with a Nebraska Farm or Ranch Family**

3 Time Management: **A Planning Tool**
Internship Experience **(Site #2--two full days)**
Group Evaluation and Interaction Based on Internship Experience
Developing "Back-Home" Plans of Action
Recognition Banquet

MANAGEMENT-LEADERSHIP IN AGRIBUSINESS AND PRIVATE INDUSTRY

Week Topics/Assignment

1 Technical Knowledge and Leadership: **Balancing Their Importance**
Describing the "Back-Home Situation": **Setting Goals**
Learning About Myself: **Motivating Strategies**
Leadership Skills Development
Decision-Making Processes for Leaders
Problem Solving: **Working With People Who Resist New Procedures and Practices**
Leaders Need Balance: **Keeping Life in Proper Perspective**

2 How The Private Business/Industry Chief Executive Officer (CEO) Provides Leadership
Solving Personnel and Operating Problems
Planned Internship Experience **(Site #1--two full days)**
Working with Others in Reaching Your Goals
Learning About Private Business/Industry: **A Weekend Stay With a Private Business Chief Executive Officer**

3 Time Management: **A Planning Tool**
Internship Experience **(Site #2--two full days)**
Group Evaluation and Interaction Based on Internship Experience
Developing "Back-Home" Plans of Action
Recognition Banquet

Advantage Leadership is sponsored by the Center for Leadership Development and International Programs. For more information, contact Roy D. Dillon.

University of North Carolina at Chapel Hill
Educational Leadership
Peabody Hall
Chapel Hill, NC 27514

Eugene R. Watson
(919) 966-1354

Leadership Behavior and Organizational Change in Educational Settings - EDSP 295

INTRODUCTION

A review of recent leadership literature reveals much divergence in focus, the frustrations of comprehensive theory building based on current research and the difficulty of applying concepts across levels of leadership. The literature on organizational change also stresses problems in comprehensive theory building--in regard to change as a reaction to unavoidable circumstances or as a result of careful planning and implementation processes. However, there would appear to be much more convergence of current change concepts than is true of leadership concepts. Consequently, clear and applicable understandings of leadership in organizational change remain elusive and extremely challenging, but promising.

This course is intended to provide a forum for in-depth discussion and a "laboratory" for lively pursuit of the above.

OBJECTIVES

The participant will:

- become familiar with major theoretical and empirical approaches to studying and understanding concepts of leadership
- develop an increased ability to analyze leadership behavior, styles and roles as they relate to the participant's organizational setting
- pursue a *personal* framework for looking at the concepts of leadership in organizational change
- apply concepts of leadership in organizational change to the analysis of an educational organization undergoing significant change, and a leader's role in that process.

LEARNING FORMATS AND METHODS

1. Lecture/discussion
2. Small groups formed early in the semester to share knowledge, understanding, relate concepts to applications and provide critiques for case studies
3. Role play of leadership behavior, group simulation and case studies of change activities
4. Completion of individual leadership style/behavior description instruments and examination of outcomes and their possible meanings
5. Use of instruments to seek description of organizational culture and climate for change

READINGS

1. Required of all enrollees:
   A. Yukl, Gary A. (1989). *Leadership in Organizations* (2nd. ed.). Prentice Hall.
   B. Conger, Kanungo and Associates (1988). *Charismatic Leadership: The Elusive Factor in Organizational Effectiveness*. Jossey-Bass.
   C. Selected Readings for EDSP 295. Source to be identified at first class session.

2. Recommended (not on reserve):
   A. Books or sections of books from the book list can be helpful during certain periods in the course.
   B. Selections from the list of annotated articles also can be helpful during certain periods in the course.

COURSE MANAGEMENT AND REQUIREMENTS

Enrollment

The course or an equivalent is expected to be the second in the sequence of "core" courses for the Educational Leadership Program in the School of Education. Students from other programs may enroll.

A prerequisite is EDSP 291 (Structure and Behavior in Educational Organizations) or an equivalent approved by the instructor.

Evaluation

Satisfactory development of the case study and its presentation to a group of fellow course enrollees, completion of assigned readings and demonstrated participation in session group discussions will result in a final grade or "P" (quite satisfactory graduate level performance).

Enrollees will be informed at any point in the semester if their performance is not satisfactory and how to improve that condition. Enrollees should ask the instructor about their status at any time and as often as desired. A grade of "H" will be awarded for graduate level performance considered exceptionally high by the instructor. Unsatisfactory performance with no evident improvement after communications with the instructor will result in a grade of "L" or "F." All enrollees can assume they begin the course at the "P" level, which ensuing evidence will maintain, encourage an elevation to "H" or force an unfavorable final grade decision.

Documentation of some additional recommended readings and their application in the case study and classroom discussion will be required for "H" grade consideration, but will not guarantee it.

The Individual Case Study

As soon as possible (not later than the last class before Spring break), each member will have identified and written a basic description of a leader in an educational organization (examples: associate school superintendent, principal, vice president of a community college, provost of a university, director of training for a corporation). The following conditions should be observed, unless the instructor agrees to an exception:

1. the organization must have at least thirty personnel, of which the identified leader has authority over at least ten;
2. if the focal organization is the educational component of a larger non-educational system, the focal organization must number at least thirty and the case must concentrate on its internal processes;
3. the leader and organization may be totally fictitious but realistic, real but with substituted identities or real and clearly identified as such; and
4. choice of the leader and organization must enable a detailed, informed, competent description of the leader in role situations and in the planning and implementation of a significant change or the response to an imposed significant change.

The enrollee will develop a written study of the designated leader, applying concepts drawn from class and readings.

Participants may draw upon their own experience and interviews with appropriate leaders to supplement knowledge and understanding applied in developing and refining case studies.

During most class sessions, case segments will be shared and discussed in small, continuing groups. Critiques from such sessions, along with written comments from the instructor, should be used by the enrollees to complete a comprehensive written case study that should be presented to the instructor before the official date *scheduled* for the course final examination*. Each study should conclude with an evaluation of leader behavior in the change process or hypotheses about it.

*There will be no final examination.

COURSE OUTLINE

Sessions	Topics/Readings
	Leadership
1	Myths, Wishful Thinking, Simple and Sovereign Principles • Born Leader • The Leader "Killed" • The Best Style Yukl, Chapters 1 and 5

2* Power/Influence as Predictor of Potential Forces
Yukl, Chapters 2 and 3

3* Traits as Determinants of Selection or Emergence
Yukl, Chapters 9 and 10

4 Styles in Relation to Situation
Conger, et al., Chapters 1 and 2
Yukl, Chapters 6 and 8

5 Behavior and Effectiveness
Yukl, Chapters 4 and 7
Conger, et al., Chapters 3 and 4

6 Characteristics of Charismatic Leadership
Conger, et al., Chapters 5, 7 and 8

7 Examples and Case Studies of Transformational and Transactional or Situational Leadership
Conger, et al., Chapters 6 and 9
Yukl, Appendix A

The Leader's Role in Change

8 What is to be Changed
Selected Readings, Articles 1, 2, 3 and 4
Yukl, Chapter 11

9 Choosing Strategies and Processes
Selected Readings, Articles 5, 6 and 7

10 Implementing and Maintaining Change
Selected Readings, Articles 8 and 9

11, 12** Future Trends in Leadership Research and Practice
Yukl, Chapter 12
Conger, et al., Chapters 10, 11 and Conclusion

13, 14 Presentation of Case Studies in Small Groups

* William Friday, former President of the University of N.C. System and current President of the Kenan Fund, will conduct two sessions to be held in the Kenan Center.

** Donald Stedman, Dean of the UNC-CH School of Education, will join the class to speak and have follow-up discussion.

University of Puget Sound
School of Business and Public Administration
905 Edgefield Trail
Flower Mound, TX 75028

C. W. Millard
(214) 539-0128

Leadership: Theory and Practice - BPA 459

GENERAL DESCRIPTION

This course examines current thinking about the concept of leadership. It is intended for people who aspire to become leaders, or expect to deal with them, in all areas of the socio-cultural systems of the world. The one area where leadership seems to first manifest itself is in organizations, and includes business firms, public agencies, the military, the political and social arena (including movements or causes), schools, churches and volunteer groups. While the primary focus of the course is on the development of an understanding and interpretation of the various theories and models of leadership, particular attention is given to examining the leadership style employed, in context, by a variety of recognized individuals from all areas.

PHILOSOPHY

It is the philosophy of this course that *effective* leadership education is built on three pillars: a broad liberal arts education, specialized education in leadership theory and ultimately, experience in a leadership position. Liberal Arts has been the education of leaders throughout most of the English-speaking world for several centuries. A solid grounding in history, philosophy, the behavioral sciences and communications provides future leaders with the skills, the vision and the flexibility necessary to adapt to the many roles that they must occupy in the future. In addition, specialized education in leadership theory and practice is essential for providing the focus derived from liberal arts to solve particular problems and obtain desired results. Finally, academic training must be informed by actual experience for the ideas to come alive and for a deep understanding to develop. A leader must be able to "see" the concepts at work all around him/her before he/she can use them to achieve results. The leadership experiences (as leader or follower) one has had in the past, though they may have seemed mundane and frustrating at the time, provide an ideal experiential base for leadership development. The purpose of the course is to pull these three sources of information together into a coherent, integrated understanding of leadership.

OBJECTIVES

The structure of this course, and the manner in which it is taught in the initial phase, will be very similar to most other courses. In Phase I students will spend considerable time and effort on the various theories of leadership in order to provide a foundation from which to work for the remainder of the course. With the beginning of Phase II, however, the structure and manner taught will prove to be somewhat of a new experience. Instead of concentrating on a specific academic discipline or a specific field within a discipline, we will carefully examine the *nature of leadership* in the area, circumstance and context in which it occurred. In so doing, students will be given the opportunity to integrate *all* the skills and knowledge they have acquired and developed from their other courses, PLUS draw from their many and varied life/work experiences. More specifically, the course is designed to help develop an understanding of leadership in terms of theory, research *and practice*. Such an understanding will better enable one to examine his/her own leadership style and ability, and, based on feedback from peers, identify areas where leadership potential may be enhanced. Specific objectives can be classified by distinctive areas and are as follows:

A. Cognitive
   1. to introduce and examine the historical, philosophical and theoretical aspects of leadership
   2. to assist in developing a personal philosophy of leadership and an awareness of the moral and ethical responsibilities of those who fulfill the role of a leader
   3. to increase awareness and understanding of leadership by becoming more familiar with the recognized contributions of other disciplines
   4. to understand the application of various leadership styles in different settings

B. Skills

   Process Skills
   1. to provide for the continued development of reading and oral skills based on critical thinking
   2. to provide for the further development of writing skills
   3. to enhance those skills that will increase the ability to be a more effective leader

   Critical Thinking Skills
   1. to identify quickly and accurately the critical issues when making a decision or solving a problem
   2. to identify a general principle that explains related experiences or factual data
   3. to define the parameters of a problem
   4. to identify reasonable criteria for assessing the value or appropriateness of an action or behavior
   5. to adapt one's concepts and behavior to changing conventions and norms
   6. to apply appropriate criteria to strategies and action plans
   7. to take given premises and reasons to their conclusion
   8. to create innovative solutions to complex problems
   9. to analyze the interrelationships of events and ideas from several perspectives

   Investigative Skills
   1. to use a variety of sources of information
   2. to apply a variety of methods to test the validity of data
   3. to quickly and accurately identify problem areas and needs
   4. to design an experiment, plan or model that systematically defines a problem
   5. to identify information sources appropriate to special needs or problems
   6. to formulate questions relevant to clarifying a particular problem, topic or issue

C. Affective
   1. to critically examine the seemingly apparent characteristics of leadership and develop an awareness of one's own personal style and its effects on other people
   2. to provide, through the use of experiential exercises, the opportunity to develop and refine one's own leadership ability
   3. to instill within each student the desire to serve as an effective leader

STRATEGY FOR ACCOMPLISHMENT OF OBJECTIVES

Based on the belief that active involvement in the learning process stimulates interest and facilitates learning, several different methods of instruction will be employed. Generally, the largest portion of the course will be presented through informal lectures, class discussions of reading assignments, small group discussion assignments, an occasional film or video, an individual project (community leader interview), a term paper (requiring considerable outside research) and experiential exercises. Guest lecturers from other disciplines across campus will be invited to make presentations and facilitate discussions on leaders from their respective disciplines, as will leaders from public and private sector off-campus organizations.

COURSE REQUIREMENTS

1. **Demonstrated Preparation/Class Discussion Participation/Attendance:** The very nature of the course is such as to require active student involvement. Attendance is expected at every class session. Absences will have an adverse impact on grades. In addition, every student is expected to have completed the assigned readings *prior* to class and be prepared to make a contribution to class discussion.

2. **Community Leader Interview Paper:** Each student will select a community leader to interview on the topic of leadership, conduct the interview and write a ten to fifteen page paper based on interview findings. Students are responsible for contacting the leader, explaining the project and making the necessary arrangements for an interview date and time. Ideally, students should spend some time observing their leader in his/her leadership role and spend some time talking to coworkers, supervisors and subordinates. Some discussion of these observations should be included in your paper. For this project, the ultimate goal is to conduct the interview and attempt to determine what factors or characteristics distinguish this person as a leader. Try to learn as much about the person's leadership style as possible.

   Listed below are a few questions for use in conducting the interview. Students are encouraged, however, to ask about other topics that are relevant to the study of leadership. Remember that a successful interview should reflect one's own interests rather than consisting of the use of a list of standard questions.

   - Tell me about your career path and career decisions.
   - What is your background in terms of education and experience?
   - What is your definition of leadership?

- In your opinion, what does a leader do that distinguishes him/her from others?
- What is your personal philosophy of leadership?
- When you think of your own characteristics as a leader, what would you describe as skills you have acquired and what would you consider as traits you have always possessed?
- How would you characterize your own style of leadership?
- Who do you consider to be great leaders?
- Who have been influential people for you in terms of leadership?
- How did you learn leadership?
- What are some of the most important lessons about leadership you have learned?
- What are some of the personal rewards you experience as a leader?
- For you, what would you consider to be the most difficult aspect of being a leader?
- What are your goals and ambitions?
- What advice do you have for today's young leaders?

3. **Research Paper:** Students are required to write a fairly comprehensive term paper on a leader they have selected to study. Essentially, they are to answer as many of the same questions in this paper as in the Community Leader Interview. In most cases, it will be necessary to consult numerous different sources (probably in the neighborhood of two or three per page) to find most of the information. With that many sources, students should have ample foundation for an excellent paper. The paper can be of any length but should be precise, careful and articulate--a finished piece of work both in content and presentation. To choose a famous leader whose name is not on the list below, students must obtain the consent of the instructor. Each class participant should choose a different leader to study.

Partial List of Some Well-Known Leaders (examples only--others may be selected)

Jane Addams
Alexander the Great
Susan B. Anthony
Johann Sebastian Bach
Napoleon Bonaparte
Omar Bradley
Warren Buffett
George H. W. Bush
Julius Caesar
Claudius Caesar
Charlemagne
Andrew Carnegie
Jimmy Carter
Fidel Castro
Winston Churchill
Oliver Cromwell
Charles de Gaulle
Jefferson Davis
Walt Disney
Thomas A. Edison
Dwight D. Eisenhower
Queen Elizabeth I
Henry Ford
Indira Gandhi
Mahatma Gandhi
Harold Geneen
Mikhail Gorbachev
Henry V
Henry VIII
Adolf Hitler
Lee Iacocca
Saint Ignatius
Thomas Jefferson
Lyndon B. Johnson
David A. Jones (Humana)
John F. Kennedy
Robert F. Kennedy
Martin Luther King
Henry Kissinger
Abraham Lincoln
Martin Luther
Douglas MacArthur
Mary, Queen of Scotts
Mao Tse-Tung
Michelangelo
Golda Meir
Jean Monnet
Ralph Nader
Carrie Nation
Florence Nightingale
Richard Nixon

Thomas Paine
Peter the Great
Ross Perot
George Patton
Ronald Reagan
Eleanor Roosevelt
Franklin D. Roosevelt
Theodore Roosevelt
Jonas Salk
Albert Schweitzer
Fred Smith (FEDEX)
Elizabeth Cady Stanton
Alfred P. Sloan
Leland Stanford
Edward Teller
Margaret Thatcher
Harry Truman
John D. Rockefeller
Cornelius Vanderbilt
Booker T. Washington
George Washington
Thomas J. Watson, Jr.
Jack Welch, Jr.

4. **Experiential Exercises:** From time to time throughout the course, the class will be divided into small groups for an experiential exercise. Each exercise has been carefully selected for a specific purpose and, when completed, results will be discussed at some length. Each participant will normally be responsible for evaluating their own individual contributions in the exercise, as well as assessing the contributions of designated others. Specific instructions and details will be provided prior to each exercise.

5. **Examinations:** There will be both a mid-term and a final exam. Both exams will be "essay" in nature and will provide an opportunity to synthesize information covered up to that point in the course.

PERFORMANCE EVALUATION

One of the keys to success in the world we live in is to not only be able to logically apply oneself to a problem, but to also succinctly communicate findings and recommendations to others. As a consequence, the evaluation of performance in this class is structured in a manner very similar to the way in which it will be evaluated in the "real world"--*subjectively*. A large portion of the final grade in this class is determined by a variety of factors that the instructor may deem appropriate (classified as "demonstrated preparation/participation"). This part of one's grade is based solely upon the instructor's judgement and discretion. The primary criteria subject to evaluation include:

Student's ability to:

- follow directions, provided here in the syllabus, on the class schedule and on class hand-outs, as well as those provided verbally during class
- effectively express, in writing, ideas and research findings on the required papers
- work cooperatively and supportively in preparing and conducting the assigned group experiential exercise (including being present for scheduled team meetings)
- effectively communicate, orally, the interpretation and understanding of the various theories and concepts when called upon to do so in class
- demonstrate commitment to the course by being fully prepared for class and making meaningful contributions to class discussions of concepts and issues.

GRADING SYSTEM

1. Students of *average* performance may expect to receive a grade of "C" on assignments and, ultimately, as a final grade.
2. The nature of the course is such that it is difficult to allow "make-ups" of assignments, exams, etc. Students will always know what is due, and when, so plan for unexpected interruptions by preparing ahead of time.
3. A student *may* receive a grade of "Incomplete" if there are extenuating circumstances which can be documented.
4. Regular attendance of class is essential. Failure to attend each class will diminish significantly the opportunity to benefit from and contribute to one's own experience, as well as that of others. Consequently, attendance will count in the computation of the final grade.

GRADE CHALLENGES

Should students not agree with the grading of any assignment, they may submit a written challenge within one week of the return of the assignment. The challenge should logically present their reasons for disagreement with the grade received. Use facts, examples and logic--do not merely complain.

PERCENTAGE WEIGHT OF GRADED AREA/ASSIGNMENTS

Each area/assignment previously discussed will count for the approximate percentage shown below. Percentages reflect the relative importance of each area/assignment.

Area/Activity to be Graded	Approximate Percent of Grade
Community Leader Interview Paper	20%
Research Paper	25%
Experiential Group Exercises	15%
Midterm Exam	15%
Demonstrated Preparation/Participation/Attendance	20%
Final Exam	5%

More specifically, the final letter grade in the class will be determined as follows:

Percent of Total Points Possible	Earned Letter Grade
100 - 90	A (outstanding performance)
89 - 80	B (above average performance)
79 - 70	C (average performance)
69 - 60	D (below average performance)
59 - or less	F (failure)

REQUIRED READING FOR THE COURSE

Warren Bennis (1989). *On Becoming a Leader*. Addison-Wesley Publishing Company.
John P. Kotter (1990). *A Force For Change: How Leadership Differs From Management*. The Free Press.
James M. Kouzes and Barry Z. Posner (1987). *The Leadership Challenge*. Jossey-Bass.
Gary A. Yukl (1989). *Leadership In Organizations*, 2nd Ed. Prentice Hall.

University of South Carolina
Division of Administration
President's Office, Osborne Bldg.
Columbia, SC 29208

Kenneth L. Schwab
Executive Vice President
(803) 777-4245
James H. Rex
Senior Vice President
(803) 777-9527

Leadership Development and Higher Education - EDHE569

PHILOSOPHY/OBJECTIVES

The purpose of this course is to examine various aspects of leadership, provide opportunities for students to further their personal leadership skills, focus on particular leaders and leadership roles in business, political and university service and to introduce students to higher education including the history, structure, system of governance and trends and issues.

The objectives for the course are:

- to examine the assigned literature and special reading assignments regarding leadership and higher education
- to develop an understanding of the skills and competencies identified as indicative of effective leadership and how these might be developed and practically applied
- to gain insight and understanding into the principles of service through leadership at the college and university level
    - how this applies to student leadership
    - how this applies to becoming a better citizen and encouraging others to do the same in the campus environment
    - how these principles apply to professional life after college and the importance of leadership service to one's institution through such groups as the alumni association, board of visitors, the board of trustees and other avenues
- to enhance communication skills as a vital component of leadership
- to provide opportunities for the examination of a number of specific leadership positions in the university

CONDUCT OF THE COURSE

The course will utilize traditional lectures, class discussions, student class presentations and guest speakers as the teaching methods. Students are expected to be active participants in all phases of the course through their leadership and contributions to the total learning environment.

COURSE REQUIREMENTS

Each student will be expected to:

1. Attend all class sessions and actively participate in class discussions. Inform instructors about any absence.

2. Complete all reading assignments and be prepared to discuss them in class.
3. Prepare for and take the midterm exam.
4. Prepare a class presentation using a "team teaching" approach. A team will consist of two students; they will choose a subject from a list to be provided, develop a presentable format and deliver the presentation in class. Each team will be expected to turn in a topical outline of two selected subjects to the instructors. The instructors will select the topics to be presented from the outlines. On the day of the presentation, students will provide each class participant and the instructors with a copy of the topical outline and a 1- to 2-page synopsis of the subject. There is a 20-minute limit on each presentation.
5. Prepare a research paper of 8 to 10 pages in length (typed and double spaced) on a subject to be approved by one of the instructors. Topics should be germane to leadership or higher education. If students desire help in developing a suitable topic, one of the instructors will be available to discuss this on an appointment basis. Please use the American Psychological Association (APA) format for structure and references.
6. For each guest lecturer or panel of guests, students should become familiar with the guest's profession and current issues or problems facing them as leaders. At least three questions should be written on a 3 x 5 card in preparation. These should be turned in to the instructor at the beginning of each class for the appropriate guest speaker or panel. Students should keep a copy of the questions so they may ask them. While the quality of the questions will indicate familiarity with the guest lecturer, the questions will not be graded. However, active participation with each guest lecturer or panel of guests *will be graded*.

COURSE GRADING

The student's final grade will be based on the following criteria:

Class participation	20%	20 points
Class presentation	25%	25 points
Midterm Exam	25%	25 points
Research paper	30%	30 points

GRADE RANGE

Each of the four areas listed above will be graded up to the maximum designated points, and, at the end of the semester, all the points received by the student will be totaled. Grades will be assigned as follows:

90 and above = A
80 - 90 = B
70 - 80 = C
60 - 70 = D

University of South Carolina

Kenneth L. Schwab
James H. Rex

REQUIRED TEXTS

Bennis, W. and Nanus, B. (1985). *Leaders*. New York: Harper and Row.
Campbell, D. (1985). *Take The Road to Creativity and Get Off Your Dead End.* Greensboro, North Carolina: Center for Creative Leadership.

SPECIAL READING ASSIGNMENTS

From time to time special reading assignments will be distributed in class. Generally these will consist of articles and essays.

Sessions	Topics/Assignments
1	Course Introduction Brief history of higher education Overview of American higher education Take Myers-Briggs Leaders of Today--Who do you see as leaders?
2	Myers-Briggs interpretation *Leaders*: "Mistaking Charge," pp. 1-18 *Leaders*: "Leading Others, Managing Yourself," pp. 19-86
3	*Leaders*: "Attention Through Vision," pp. 88-109 *Leaders*: "Meaning Through Communication," pp. 119-151 • You might want to start reading *Take The Road to Creativity and Get Off Your Dead End*, for the next formal class meeting.
4, 5	*Ropes Course*: "An Eventful Day"
6	*Leaders*: "Trust Through Positioning," pp. 152-186 *Leaders*: "The Development of Self," pp. 187-209 *Take The Road to Creativity and Get Off Your Dead End*, pp. 5-77
7	*Take The Road to Creativity and Get Off Your Dead End*, pp. 77-132 *Leaders*: "Leadership and Environment," pp. 215-229 • Begin to consider topics for class presentations and research papers. Think about past reading assignments; consult the list of topics which will be provided to stimulate ideas.

8 Class review of *Leaders* and *Take The Road to Creativity and Get Off Your Dead End* for midterm exam

During the class we will discuss how to prepare for:
- Class presentations, see *course requirements, #4*
- Research papers, see *course requirements, #5*
- Guest lecturers, see *course requirements, #6*

Topic outlines due for class presentations
Decision for research paper topics due

9 Midterm Exam

10 Class Presentations: Teams 1 and 2
Guest Speaker
Topic: Change and Innovation

11 Class Presentations: Teams 3 and 4
Guest Speaker
Topic: Opportunities in Higher Education
Trends in Higher Education

12 Class Presentations: Teams 5 and 6
Guest Speaker
Topic: USC's Leadership Structure

13 Class Presentations: Teams 7 and 8
Guest Speaker
Topic: Business Leadership

14 Research Papers Due
Class Presentations: Teams 9 and 10
Guest Speaker
Topic: Political Leadership in SC

15 *Reading Day*
Research papers may be picked up

University of Southern California
Division of Student Affairs
202 Student Union
Los Angeles, CA 90089-0890

Judi Biggs
(213) 740-5693

Gender Issues in Leadership and Management

COURSE DESCRIPTION

This course, taught by Lynne Bejoian and Kathleen Bartle-Schulweis, provides an opportunity for students to grapple with particular issues facing women and men in the workplace. Emphasis is on the sociological and psychological perspectives of women's career development in business. Applied work experiences are desirable through field placement* either on or off campus. The class will meet once a week for two hours. The format of the class will include lecture, guest speaker presentations and group discussion.

***Field Placement**: This course was established with the cooperation of the director of the USC Certificate in Management Effectiveness (CME) Program. CME is a continuing studies program of the Graduate School of Business Administration directed by Sally Wright. The graduates of CME provide a pool of management talent ideally suited to supervise participants in this course. The CME supervisor can encourage and support the career preparation of women and men students in all areas of study at USC and expose them to the many faces of the business world.

COURSE TEXTS

- Gutek, Barbara A. & Laurie Larwood, Eds. (1988). *Women's Career Development*. Newbury Park: Sage.
  Powell, Gary N. (1988). *Women and Men in Management*. Newbury Park: Sage.
- Helgeson, Sally (1990). *The Female Advantage*. New York: Doubleday.
- Other selected readings distributed in class

COURSE REQUIREMENTS

A. Class Participation: Attendance at all class meetings is required. All students are expected to be prepared for and participate in class discussions. This is an essential aspect of the course.

B. Fieldwork: Fieldwork experience in offices within or outside of the University is required of each student. Instructors will have a list of fieldwork assignments. The placement begins the third week of class, continues for ten weeks and involves a 5-7 hour commitment per week. Evaluations by an on-site supervisor will be submitted at midterm and at course's end to ascertain students' progress. The purpose of this experience is to provide students with an opportunity to evaluate the course work material in an actual work setting. Grading of the fieldwork experience will include self-evaluation, on-site supervisor evaluation, and in-class discussion of the experience.

C. Midterm Examination: A midterm exam focuses on class assignments and fieldwork experience. It will cover all course material to that date.

D. Final Paper and Class Presentation: Each student will prepare a paper on course fieldwork experience. The paper will be no more than ten pages (typed and double spaced). Presentations of all papers will be made by each student during the last three weeks of class. Papers will be due on the last day of class.

COURSE GRADING

Performance on all course requirements will be evaluated and graded. Comprehensiveness, clarity, creativity and ability to critique material will be the criteria for evaluating all written material as well as class discussions and presentations. The percentage assigned to each requirement is as follows:

Class attendance and participation	25%
Fieldwork experience and evaluation	35%
Midterm examination	15%
Paper presentation and final paper	25%

Office Hours: Instructors will be available to meet with students either during designated office hours or by appointment. These appointments can be made by contacting instructors at their respective offices.

COURSE OUTLINE

Session	Topics/Assignments
1	Course requirements and expectations will be discussed Introduction: Historical and theoretical perspectives of women and men in work • **Discuss and choose fieldwork assignment**
2	The sociology of women and men in work: A macro analysis of the socialization process • **Finalize fieldwork assignments**
3	The psychology of women and men in work: A micro analysis of the socialization process • **Fieldwork begins**
4	Leadership and management
5	Being stereotyped and hitting the glass ceiling: Institutional obstacles and issues facing women in work
6	Sexual harassment in the workplace: Sociological and legal paradigm

7 Focus in fieldwork: Group discussion of individual experiences
- Paper topic idea-oriented discussion

8
- **Midterm examination**
- **Fieldwork midterm evaluations due**

9 Group dynamics: Working with and for others

10 Review graded midterm examinations
- Paper topics due and sign-up for presentation

11 Roundtable discussion on corporate, non-profit and volunteer experiences in the workplace

12 Fieldwork ends: Class discussion focuses on all aspects of the experience

13 Special topic discussion: Cultural diversity
- Class presentations scheduled

14 Special topic discussion: Coping strategies
- Class presentations scheduled

15 Special topic discussion: Where do I go from here?
- Class presentations scheduled

16
- **Final paper due**
- **Fieldwork analysis due**

University of Southern California
Division of Student Affairs
202 Student Union
Los Angeles, CA 90089-0890

Judi Biggs
(213) 740-5693

Special Topics: Greek Leadership - EDCO 499/EDHP 499

COURSE DESCRIPTION

This course, taught by Ken Taylor, is designed to provide the student with theoretical and practical information concerning organizational and group leadership with an emphasis on leadership within the Greek environment.

COURSE OBJECTIVES

- To define "leadership," distinguish it from its counterpart "management" and assist students in understanding their leadership role as they contemplate involvement within their chapter.
- To investigate some of the influences, dynamics and conditions which contribute to quality leadership.
- To assist in defining the impact of individual and organizational change and its relationship to leadership.
- To identify "Greek" issues and develop an awareness and understanding of how these impact the individual as well as the organizational and institutional culture.
- To assist in recognizing and preparing for transferring knowledge and abilities from the classroom environment into chapter leadership.

REQUIRED READING

Select readings distributed throughout the semester.

COURSE REQUIREMENTS

- Class attendance and participation. Regular attendance and participation are expected. Your grade will be lowered one letter grade for each class missed over two.
- Weekly reaction papers. Weekly reaction papers will focus reactions to assigned reading, class discussion and/or class activity.
- Assessment paper. This paper, utilizing a theoretical foundation, will focus on your strengths and weaknesses as a leader and should incorporate materials presented in class.

- Case presentation. As a member of a case study group of 3-4 students, investigate a current issue and determine the most effective strategies in resolving the problem. Case study presentations will be made to the class.

- Idea project notebook. Throughout the course, identify different areas that need improvement, either within your own chapter or within the Greek system. By the end of the semester, provide a detailed outline for how these dilemmas can be solved and, if at all possible, the plans for implementing the ideas.

- Resource notebook. Numerous resources, articles, handouts, and information will be distributed during the class. You will be expected to compile a notebook that contains all this information for you or your chapter's future use. It is important to be creative.

- Final exam.

COURSE OUTLINE

Session	Topics and Readings
1	Introduction Heida, "Greek Affairs in Higher Education: Dilemmas in Philosophy and Practice" Askew, "The Impact of Fraternity or Sorority Membership on Academic Involvement and Learning Outcomes" Winston, "Fraternities and Sororities on the Contemporary College Campus"
2	Personal Leadership Bennis, Chapters 1 through 3 Gardner, Chapters 1 and 11
3	Interpersonal Skills Lawson, et al., Chapter 3
4	Management Skills: Goal Setting and Time Management Lawson, Chapter 11
5	Management Skills: Meeting Planning, Parliamentary Procedure Lawson, Chapters 6, 14, 15, 16
6	Management Skills: Problem Solving and Delegation Lawson, Chapters 2 and 12
7	Program and Financial Planning Lawson, Chapter 19

8 Organizational Leadership: Culture and Climate
  Bennis, Chapter 1
  Bennis and Nanus, Chapters 1 and 2
  Schein, Chapter 14
  Sergiovanni, Chapter 1

9 Values and Ethics
  Schoonmaker, "Attitudinal and Value Characteristics of Greek Letter Organizations"
  French, *Beyond Power: On Men, Women and Morals*

10 Appreciating Differences
  Pedersen, Handbook for Developing Multicultural Awareness
  Rismen, "College Women and Sororities: The Social Construction and Reaffirmation of Gender Roles"
  Goettfch, "Racism and Sexism in Greek Events"

11 Greek Issues - High Risk Behaviors
  Baier, et al., "Fraternity Hazing Revisited: Current Alumni and Active Member Attitudes Toward Hazing"

12 Greek Issues - Risk Management
  Ackerman, "Survival of Greek Life"

13 Greek Issues - Wellness and Substance Abuse
  Palerno, "Situational Drama: A Tool for Breaking Down Silence About Alcohol Abuse"
  Tampke, "Alcohol Behavior, Risk Perception and Fraternity and Sorority Membership"

14 Presentations

15 Transition
  McNeil, "A Different Approach to Presenting Leadership on Campus"

University of Vermont
College of Education and Social Services
228 Waterman Building
Burlington, VT 05405-0160

Robert Larson
(802) 656-2030

Seminar in Organizational Leadership - EDAP 353

PROSPECTUS

In 1966 Warren Bennis wrote *Changing Organizations: Essays on the Development and Evolution of Human Organizations*. In it he challenged conventional views and raised provocative questions about bureaucratic structures, change strategies, cultures and leadership. And in 1970 Alvin Toffler's *Future Shock* burst on the scene to jar traditional views of countless societal constructs, many of which were organizationally related.

Although bureaucracy is still thriving, there are numerous indications that we are in the middle of a "paradigm" shift in organizational thought and theory. It is fortunate that this shift is underway because many segments of society are pressing for organizations to alter their established ways of doing things, to be more responsive to their needs and to be more effective in goods and services provided.

Leadership is the key variable affecting how the organization responds to these forces. Although there is considerable disagreement in the literature over issues such as what is good leadership and the characteristics of an effective leader, there is a consensus on definition.

". . . the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation."

(Hersey and Blanchard)

"Leadership is a process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers."

(Gardner)

Leadership can be exerted by anyone; its locus need not be at the top of a hierarchy.

The conventional ideas of leadership, then, stress initiation, movement and goal attainment. One might sum it up as proactive rather than reactive behavior. This is not to say that a leader is always initiating for not only would it be an unrealistic expectation for a person to sustain such a level of energy, but it would be an undesirable condition for an organization to be changing to that degree. The never-ending organizational dilemma revolves around whether maintenance has become a norm at the sacrifice of innovation, renewal and possibly organizational transformation.

During the semester, the class will focus on leadership situations and forces within the leader, "subordinates," the organization and the environment. This analytical scheme is intended to help the students develop an operational theory of leadership which is one of the main objectives of 353 and the focus of the final exam. A theory is a collection of concepts or principles that provide a framework which assists in making value judgments, in understanding phenomena and in acting.

Course material is equally relevant to educational and social service organizations. Students are expected to assist the instructor in making this linkage and in identifying inappropriate applications. Throughout 353, students have joint responsibility with the instructor for the exchange of ideas, the dissemination of information, the challenging examination of knowledge and points of view and the sharing of attitudes and feelings. The informal structure of the class is intended to facilitate this kind of instructor-student exchange. Students are also encouraged to make presentations relevant to seminar objectives.

OBJECTIVES

The student who completes the course successfully should be able to:

- describe societal and organizational forces pressing for organizational change and affecting leadership in educational and social service settings;
- analyze the context for exerting leadership in one's organization and identify factors that aid and impede it;
- analyze one's leadership style and motives for wanting to be a leader, identify personal characteristics, attitudes, values and behaviors that affect leadership effectiveness and apply this knowledge to increase one's effectiveness as a leader;
- integrate perspectives and general knowledge into a personal "working theory" of leadership.

In addition to the objectives, "dispositions" from a CESS list of "Common Goals for Professional Education" will be addressed. They are:

- to make use of professional concepts, theoretical terms and scholarly understandings to communicate with colleagues about professional matters;
- to engage in the study of educational practice and to address professional problems by making use of rigorous procedures of inquiry;
- to deal reflectively with the enduring issues and the complex questions of the day;
- to participate fully in the obligations of professional roles.

COURSE REQUIREMENTS AND STUDENT EVALUATION

Described below is a rough "weighing" of the requirements. However, the instructor will not compute the grade with a quantitative formula. A Self-Assessment Form will be provided for anyone who wishes to assess his/her work in relationship to course objectives and submit a suggested grade.

1. Weekly attendance, completing assignments, meeting deadlines and participating actively in discussions. (25% of grade)

2. Two examinations, both "take homes." (50% of grade)

3a. Completion of an "Analyzing Your Leadership Situation" project, based on an individually designed interview with someone in a leadership position. (25% of grade, suggested range of 10-15 pages)
or
3b. Submission of a Journal which is a weekly recording of reactions to class discussions and experiences, ideas generated from class activities and readings, and critical reactions to readings and insights about one's growth and development. Each entry should begin with a brief summary of the class for that day.

4. The instructor is open to negotiating, on an individual basis, alternatives to the project or journal. These might be in the form of reaction papers, book critiques, or a readings and research inquiry.

5. Course evaluation (collected by a student and read after grades are submitted):
   a. a written evaluation focusing on:
      - course design, content, processes and materials
      - the instructor's performance
   b. completion of the "Student Evaluation of Faculty" instrument.

REQUIRED TEXTS AND MATERIALS

- Hersey, P. and Blanchard, K. (1988). *Management of Organizational Behavior* (5th ed.). Prentice-Hall.

  Hersey and Blanchard's text is probably the most popular one around that outlines a leadership theory. Although there are times when the chapters are a bit repetitious and wordy, overall they present a solid, comprehensive treatment of one perspective on leadership. The early chapters also give a fine summary of key management literature that has been the foundation upon which "Situational Leadership Theory" and other theories have been constructed.

- Machiavelli (1961). *The Prince*. Penguin.

  One could say that 16th century Machiavelli was the first theorist on leadership. Is he relevant today? If so, why? If not, why not?

- Waterman, R. (1987). *The Renewal Factor*. Bantam Books.

  In 1982, Peters and Waterman published the best-selling business book, *In Search of Excellence: Lessons from America's Best-Run Companies*. It was soon widely read by people in the public sector; its basic ideas and overall message were quite generalizable. Now Waterman has written a book focused on organizational change and renewal, one of the themes in *Excellence*. Underlying it is the importance of leadership.

COURSE CONTENT AND SCHEDULE

The schedule outlines the major topics to be examined during the semester. It is subject to modification, and, of course, unanticipated time devoted to a topic can always change the plan.

Session	Topics/Assignments
1	Introduction and orientation Video excerpts: "Gandhi and Patton"
2	Film, "Case Studies in Leadership" Machiavelli: "The First Theorist?" (read Machiavelli)
3	Future trends and issues: implications for leadership (read selected articles and scan current media)
4	Future trends and issues (read selected articles and scan current media)
5	Future trends and issues (read selected articles and scan current media)
6	Organizational renewal (read Waterman, Chapters 1-3) Guest speaker
7	Organizational renewal (read Waterman, Chapters 4-6) Video: "Ideas for Excellence"
8	Organizational renewal (read Waterman, Chapters 7-9)
	Midterm Exam **Journals due** **Midterm Feedback**
9	Foundations of management theory (read H&B, Chapters 1-3) Video: "Thriving on Chaos"

10 Foundations of leadership theory
(read H&B, Chapters 4-5)
"The Interaction Game"

11 Situational leadership theory
(read H&B, Chapters 6, 7, 8 and 12)
LEAD Exercise

12 Video: "Matching Leadership Styles to the Situation"
Guest speaker

13 Leadership and power
(read H&B, Chapter 9)
Film: "Effective Uses of Power and Authority"

Projects due

14 Intervention to improve effectiveness
(read H&B, Chapters 10 and 11)
Film: "Working With Difficult People"

Final Exam

15 Planning and implementing change
(read H&B, Chapter 15)
Share projects
Review and evaluation

Journals due

University of Virginia
Curry School of Education
Department of Educational Leadership and Policy Studies
405 Emmet Street, Ruffner
Charlottesville, VA 22903

Larry E. Decker
Associate Dean
(804) 924-3335

Leadership in Educational Administration - EDLP 810

COURSE DESCRIPTION

- A review of the literature for reform of educational leadership development.
- An analysis of the research related to leadership effectiveness with an emphasis on the individual as a leader and the role of educational leaders in management of human resources.
- The study and use of leadership assessment procedures and programmed simulations to provide indicators of individual leadership styles and effectiveness.

COURSE OBJECTIVES

- Provide team-building experiences and create a climate for cooperative learning and positive group activities.
- Provide a variety of leadership assessment instruments and simulations which provide individuals with diagnostic feedback to aid in the understanding of their personal leadership profile.
- Review reference materials to stimulate discussion on what national and state education reports say about leadership and the roles and responsibilities of school leaders.
- Read and discuss selected contemporary leadership references and research literature.
- Prepare a personal, professional development plan based upon the assessment experience and class discussion.

COURSE CONTENT

1. **An Emerging Design for Leadership Development**

   Discussion of team-building, cooperative learning and other course objectives
   Individual views of leadership
   Personal profiles: understanding of self and your impact on others and organizations
   Personal assessment and career development: life-line handout and assignment
   What education reports say about leadership (AASA chapters 1 & 2 and assignment)
   Leadership assessment and development approaches

- a) Assessment Centers Methods in Educational Administration, Wendel & Sybouts, UCEA 1988
- b) AASA, National Executive Development Center
- c) NASSP Assessment Center
- d) Benchmarks
- e) Selection research "Administrator Perceiver Interview"
- f) State and local models

The dark side of charisma: flawed leadership
Leaders, followers, situational dynamics and cultures

2. Diagnostic and Assessment Instruments

Personal and Career Development Life-line
...Federal Executive Institute
Myers-Briggs Type Indicator
...Consulting Psychologists Press, Inc.
Life Styles Inventory and Self-Development Guide (LST-1)
...Human Synergistics
Situational Leadership - Leader Effectiveness and Adaptability Description
...University Associates
Leadership and Power: Power Perception Profile
...University Associates
Communications Preference Inventory
...University Associates
Leadership Simulations
...Educational Research and American Association of School Administrators
In-basket designs for action

3. Selected Leadership Literature of the 1980s

Leaders: The Strategies for Taking Charge, 1985 by Warren Bennis and Bert Nanus
In Search of Excellence, 1982 by Peters and Waterman
A Passion for Excellence, 1985 by Peters and Austin
The ONE Minute Manager, 1982 by Blanchard
The Managerial Grid III, 1985 by Blake and Mouton
Corporate Cultures, 1983 by Deal and Kennedy
On Leadership, 1990 by Gardner
Measures of Leadership, 1990 by Clark and Clark

4. Activities and Assignments

Read text and selected handouts. Be prepared to discuss the topics or issues identified.

Complete Personal Assessment and Career Development Lifeline and give 7-10 minute oral presentation with follow-up questions.

School Leaders Interviews

Select three diverse practicing school leaders by position, age, race and sex, and conduct approximately a thirty-minute interview with each. (Questions developed in class will be used as an interview guide.) Write a *brief* one-page profile of each leader; this will be discussed in class.

Personal Leadership Inventory and Professional Development Plan*

Prepare and write a personal leadership inventory and professional development plan with five sub-parts. Documentation from assessment activities used in class as well as other outside experiences, references and research findings should be cited. Each participant will make a seven-minute class presentation which highlights a significant part of the plan.

* For interns and students involved in a U.Va. EDLP degree program, the paper will be reviewed by another faculty member and added to their professional record.

The Leadership Inventory and Development Plan (double-spaced, 10 to 15 pages) should include:

a) A brief autobiographical sketch, including formative experiences, strengths and preferences, and why you selected educational leadership as a profession.
b) A statement of your philosophy and vision. This statement should describe your vision of education's future, what you believe about education and your role or mission in its future.
c) An analysis and assessment of *your* leadership style.
d) Your professional development plans for enhancing your performance as a school leader. Suggested areas which could be addressed are: leadership, communications, instructional leadership, administration, or other areas which you feel are important to your role as a school leader.
e) Identification of a school leadership position which you would like to have within the next three years. Write a *ONE* page letter of recommendation in support of your candidacy.

REQUIRED MATERIALS

- *Challenges for School Leaders*, AASA, 1988
- Smith & Piele, Eds., *School Leadership Handbook for Excellence*, ERIC, 1989
- Gardner, J. W. *Leadership: An Overview*, Leadership Papers 12, Independent Sector, 1988
- Selected Assessment and Learning Style Instruments

ASSIGNMENTS/EVALUATION

Class Participation and Oral Presentations	40%	Grading: S = Satisfactory
Leadership Interview Profile and Discussion	10%	or
Leadership Assessment/Professional Development Plan Paper and Presentation	50%	U = Unsatisfactory

Vanderbilt University
Owen Graduate School of Management
321 Kirkland Hall
Nashville, TN 37240

William A. Jenkins
Vice-Chancellor, Administration
(615) 322-2491

Leadership: Theory and Practice - 441-1

COURSE DESCRIPTION AND OBJECTIVES

The first part of this course focuses on leadership theory. Leadership perspectives include trait, situational, organizational, power, vision and ethical assessment theories. Students should develop a fundamental understanding and critical view of each theory and its corresponding research.

The second part of the course focuses primarily on the use of the theory in practice based on scientific and managerial grounds. Literature on management practices, including works by Mintzberg and Oncken, are reviewed and discussed. Some leadership exercises are used, including *Looking Glass, Inc.*, a management simulation. Current writings on culture and leadership and current management issues are discussed and compared to leadership theory. Students should begin to develop some skills and techniques to become more effective leaders from this part of the course.

During the course students have the opportunity to assess their own leadership skills in relationship to this study of leadership and theory and practice.

TEXT AND READINGS

The assigned readings are listed in the course outline. The primary text is *Leadership in Organizations* by Yukl, accompanied by leadership papers written by John Gardner. Additional readings are on reserve at the Walker Management Library. There will be some materials distributed in class.

REQUIREMENTS AND EVALUATION

A Midterm and Final Exam (50%)
Each exam consists of short essay questions designed to demonstrate understanding and integration of concepts, discussions and readings.

Creative Leadership Project (15%)
This is a highly realistic simulation used for executive development, training and education in industry and several universities. The simulation is called *Looking Glass, Inc.* and was developed by the Center for Creative Leadership. The purpose is to experience "a day in the life of a top management team."

Leadership Report (10%)
A written leadership profile (5-7 pages) of a local, national or international leader is required.

The paper should be based on a personal interview and/or library research of the individual with an analysis and evaluation of the individual's characteristics and style. This report is due early in the semester; several reports are supplements to the material discussed in the course.

Leadership Assessment Report (10%)
One attribute of an effective leader is self-understanding. Using two or three recognized assessment instruments, students are to write an introspective analysis (3-5 pages) of their present leadership style. In the report, describe the style, how it differs from other colleagues' perceptions and what, if anything, should be changed.

Participation (15%)
Class participation includes attendance, advance preparation and active involvement. Students' involvement should demonstrate preparation for class, analytical ability and recognition of critical issues. Students are expected to respond to questions about the readings on a regular basis in class.

COURSE OUTLINE

Session	Topics/Assignments
1	Introduction to Leadership Yukl, Chapter 1, The Nature of Leadership Gardner, *Introductory Consideration, #1* Gardner, *The Tasks of Leadership, #2* Bennis, "The Four Competencies of Leadership" Kochan, "Superior-Subordinate Relations: Leadership and Headship"
2	Leadership Trait Theory Yukl, Chapter 9, Managerial Traits and Skills Gardner, *Attributes and Context, #6* Video on Traits
3	Situational Theory of Leadership Yukl, Chapter 6, Situational Theories of Leadership Effectiveness Yukl, Chapter 8, Situational Determinants of Leader Behavior Blanchard, *Leadership and the One Minute Manager* (optional) Video on Situational Leadership Leadership Report Due
4	Organizational Theory of Leadership Yukl, Chapter 2, Source of Power and Influence Sayles, Chapter 3, Asserting Authority
5	Power Theory of Leadership Yukl, Chapter 3, Power and Influence Tactics, and Leader Effectiveness

Gardner, *Leadership and Power, #4*
Sayles, Chapter 6, Gaining Power in Any Organization
Star Power--Class Exercise

6 Ethical Assessment Theory
Gardner, *The Moral Aspect of Leadership, #5*
MIDTERM EXAM

7 Managerial and Leadership Studies
Yukl, Chapter 4, The Nature of Managerial Work
Yukl, Chapter 5, Effective Leadership Behavior
Mintzberg, "The Manager's Job: Folklore and Fact"
Zaleznik, "Managers and Leaders: Are They Different?"
Campbell, Chapter 4, What Do Leaders Do?
Posner, "Leadership Practices: An Alternative to the Psychological Perspective"

8 Culture and Leadership
Schein, Chapter 14, Leadership as Managed Culture Change
Peters, Chapter 16, Attention, Symbols, Drama, Vision, and Love
Deal, Chapter 10, Cultures of the Future
Levering, Introduction, Beyond Technique
Outside speaker

9 Leadership in Practice
Burke, "Leadership: Is There One Best Approach?"
Bennis, Chapter 7, Taking Charge Leadership and Empowerment
Gardner, *The Task of Motivating, #9*
Gratzinger, "Psychological Orientations and Leadership: Thinking Styles That Differentiate Between Effective and Ineffective Managers"
A panel discussion involving three prominent leaders and their personal views of leadership will be held at this session.
Leadership Assessment Report Due

10 Two Practical Leadership Concepts: The Molecule and the Monkey
Oncken, "Management Time--Who's Got the Monkey?"
Videos and Class Exercise will be used
Yukl, Chapter 8, Participation and Delegation
Gardner, *The Heart of the Matter, #3*

11 Vision Theory of Leadership
Bennis, Chapter 3, Attention Through Vision
Yukl, Chapter 10, Charismatic and Transformational Leadership
Yammarino, "Long-Term Forecasting of Transformational Leadership and Its Effects Among Naval Officers: Some Preliminary Findings" (pp. 151-155)
Hogan, "The Dark Side of Charisma"

12 Looking Glass Simulation

13 Future Issues of Leadership
  Pearson, "Muscle Build The Organization"
  Gardner, *Leadership Development, #7*
  Gardner, *Renewing, #10*
  Moses, "Leadership Behavior in Ambiguous Environments"
  Feldman, "Women of Color Build a Rainbow of Opportunity"
  Boyadjis, "Empowerment Managers Promote Employee Growth"
  Harris, "Decision Making for a New Work Culture"
  Dumaine, "The New Turnaround Champs"
  Pascarella, "Visionary Leadership Will Design the Future"

TEXTS

Gardner, John W. (1988). *The Nature of Leadership, The Tasks of Leadership, The Heart of the Matter, Leadership and Power, The Moral Aspect of Leadership, Attributes and Context, Leadership Development, Constituents and Followers, The Task of Motivating, Renewing, The Changing Nature of Leadership*. Washington, DC: Independent Sector.

Yukl, Gary A. (1989). *Leadership in Organizations*. New Jersey: Prentice-Hall, Inc.

Wartburg College
Institute for Leadership Education
222 9th St., N.W.
Waverly, IA 50677-1003

Fredric A. Waldstein
Director
(319) 352-8259

Leadership Theories and Practice - ID 315

COURSE DESCRIPTION

The central questions posed in this course are: 1) can we identify characteristics of leadership? 2) are these characteristics "learned" in some way that we can understand? and 3) if so, can we nurture this learning experience in a formal academic environment? This course will examine these questions in several ways. A combined lecture, discussion and simulation format will be employed. The students will play an active role in designing the course within the specified parameters. The pedagogical approach employed is intended to provide a theoretical context in which students engage in a dialogical process that obliges them to consider their environment and make decisions that might have consequences for it.

REQUIRED TEXTS

- Gardner, John (1990). *On Leadership*. New York: Free Press.
- Heider, John (1985). *The Tao of Leadership.* New York: Bantam Books.
- Kellerman, Barbara (Ed.) (1984). *Leadership: Multidisciplinary Perspectives.* Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Machiavelli, Niccolo (1977). *The Prince.* New York: W. W. Norton and Company.

Other materials will be distributed in class as appropriate.

COURSE REQUIREMENTS

This course will be defined and conducted in large part by the students within broad parameters. Justification for this approach is the belief that one effective means of learning is by being actively involved in the pursuit of some goal or goals. Here a number of goals are established, and the students must collaborate in the design of a syllabus to attain the goals. A minimum set of requirements will serve as the initial goals. These include but are not necessarily limited to:

A. Each student will write one critical essay on "The Prince." This will be discussed in class.

B. At least one exam. The nature and scope of the exam(s) will be designed with student input in terms of substance and style.

C. Each student will be responsible for facilitating at least one set of class activities.

D. The student facilitator will select at random another student who will present one of the readings from *The Tao of Leadership* for general class discussion. This means every student must come prepared before class with a possible 5-10 minute presentation. Every member of class will be expected to do at least one presentation over the course of the semester.

E. Each student will undertake a project which requires him/her to discern a policy issue of concern to an identifiable community, and design a plan of action to address it. Each student will make a class presentation which will demonstrate the incorporation of leadership theories in addressing specific, real-world policy concerns. The format for this assignment is as follows:

   1. Identification of a community, identification of a problem or issue faced by that community and the development of a preliminary strategy to address it.
   2. Revise project in response to review of initial plan. Should other students be involved in the initial review process?
   3. Presentation of project before the class (end of semester).

F. Class participation will be an important part of the final grade, and there will be ample opportunity for participation as this syllabus suggests.

Guest speakers will be invited who can talk about various aspects of leadership and community needs. If students know people who might have something to offer to the class, please make the suggestions, and attempts to arrange appropriate times will be made. There must be flexibility in the syllabus design to accommodate this effort.

The instructor will be responsible for grading student performance. Tentative weights might be accorded to the various tasks outlined above as follows: A 10%, B 20%; C 10%; D 10%; E 30%; F 20%.

The instructor will be responsible for facilitating the first two weeks of class in order to develop a frame of reference that will reduce the anxiety level of students not used to this type of dialogical educational experience.

Meetings facilitated by students will be based on materials selected by the student from any of several sources but not limited to the Kellerman or other books, or from a selection of video presentations in the library or some other means that you devise. It is especially helpful to have some preparation materials to make available to other members of the class before the presentation. Video presentations to select from are:

- Sissela Bok, *Public Trust*
- James MacGregor Burns, *Leadership Responsibility*
- Forrester Church, *Christianity and Contemporary Issues*
- Henry Steele Commager, *Leaders as Opportunists*
- Peter Drucker, *Business and the 21st Century*
- Willard Gaylin, *Medical Ethics*
- Michael Josephson, *Yuppie Ethics*

- Martin Luther King, *March on Washington*
- Jessica Tuchman Mathews, *Technology and the Ecology*
- Maxine Singer, *Ethics and Science*
- Frank Lloyd Wright, *Architect*

Each of these videos is thirty minutes. That should give the student ample opportunity to develop an introductory theme for the class to consider while watching the video, how it relates to leadership and time for discussion after viewing the video. One of the main features will be the students' ability to stimulate discussion. It may be that students wish to work together on a presentation from the readings or a video. This is fine, but those students will be responsible for more class periods. For example, two students = two class periods, three students = three class periods, etc. Students will be responsible for arranging all equipment needs for class and for returning it when finished.

The format for presenting will be as follows:

1. Complete the proposal form and submit it for approval at the earliest convenience. (Topics will be assigned on a "first come, first serve" basis after approval.)
2. Specify the class period for making the presentation.
3. Identify the topic, how it relates to leadership, and what will be the outcome.
4. Specify the materials to be used in the presentation.
5. Provide a detailed outline of the presentation no later than one week prior to delivery.
6. Submit all forms no later than mid-January.

Leadership Presentation Proposal Form

Name:

I/we would like to make a presentation about:

A. Topic:

B. How it relates to leadership:

C. Accomplishments resulting from presentation:

I/we plan to use the following materials in the presentation:

Proposed date of presentation:
(In case of simultaneous date requests for proposals that were approved at the same time, a means of random selection will be used to determine dates of presentation.)

SECTION B

PROGRAMS ON COLLEGE AND UNIVERSITY CAMPUSES

Along with the increasing interest in leadership education has been an interest in moving beyond single courses focused on leadership to an overall programmatic design which encompasses the leadership activities at a given institution. A tremendous amount of planning, time and support are needed to develop and deliver such a design. The investment is large but the impact on students, staff, faculty and the institution can be enhanced.

Following are descriptions of a number of programs. Some are in the early planning stages; others have been in place for several years. The variety is inspiring. One program is a two-year endeavor blending both academic credit courses with a student affairs emphasis. Several others focus on activities which will span the entire four years. The clients are not only individual students but student organizations as well. Other exciting developments are occurring at some institutions where an entire department is focused on leadership or, in another case, the institution is developing a comprehensive undergraduate degree program in leadership. Each of these programs is worth examining.

TABLE OF CONTENTS

Austin Peay State University, Clarksville, TN - Linda B. Rudolph 151
Six course descriptions as part of a four-year emerging leaders program.

Birmingham-Southern College, Birmingham, AL - Neal R. Berte 168
An interdisciplinary program on service-learning involving both academic and applied methods.

Fairleigh Dickinson University, Teaneck, NJ - Mary H. Beaven, Henry Fuentes 175
Program integrating leadership into the accounting curriculum.

Kennesaw State College, Marietta, GA - Alison Breeze-Mead 178
Program designed to prepare students to be leaders on campus.

North Central College, Naperville, IL - David C. Smith 180
An undergraduate and graduate program in leadership and values reaching beyond the college campus.

Purdue University, West Lafayette, IN - Gerald D. McCarthy 183
An entire department devoted to educating and developing students for leadership positions.

Robert Morris College, Coraopolis, PA - Jack V. Balderson 187
A credited student leadership development program in its early stages.

Salisbury State University, Salisbury, MD - Terry M. Clay 191
Leadership development program for minority students.

University of Kentucky, Lexington, KY - Rhonda Strouse 196
Selective leadership program for twenty-five juniors and seniors.

University of Michigan, Ann Arbor, MI - Shay Willis 199
A series of established leadership activities offered to both students and organizations on campus.

University of Missouri, St. Louis, MO - Michael R. Quinn 207
Emerging leader program for freshman students with direct application in a student organization.

University of Richmond, Richmond, VA - Howard T. Prince 211
A new comprehensive undergraduate degree program in leadership.

University of South Carolina, Spartanburg, SC - Ronald H. Romine 216
A two-year leadership development program blending academic credit courses with a student affairs emphasis.

University of Wisconsin, Eau Claire, WI - Douglas Hallatt 220
Two offerings on developmental leadership as part of a leadership program.

University of Wisconsin, Stevens Point, WI - Julie M. Hellweg 229
Four-year program supported by campus activities staff, university officials, business leaders and other community leaders.

University of Wisconsin, Whitewater, WI - Nisha Gupta 233
Four-year leadership model highlighting current programs and programs under development.

Austin Peay State University
Office of Planning and Institutional Effectiveness
P. O. Box 4755
Clarksville, TN 37044

Linda B. Rudolph
Director
(615) 648-6184

APSU President's Emerging Leaders Program

WHAT IS THE EMERGING LEADERS PROGRAM?

A unique learning experience designed to prepare students for leadership roles in the community.

A program which emphasizes:
- Learning about the "tools" of leadership (communication techniques, problem-solving skills, conflict resolution, etc.)
- Learning about the leadership styles of leaders in the community and on the campus
- Applying leadership skills in real-life situations on the campus or in community agencies
- Understanding strengths and weaknesses to improve leadership skills
- Ethical principles for leadership

COURSEWORK

Suggested courses include learning about:
- general theories
- great leaders
- communication skills
- campus and community organizations
- international and multicultural leadership
- ethics
- diplomacy
- technology
- followership

Some courses are one semester hour modules; others carry three semester hours of credit.

Practical experiences:
- course assignments which require involvement and practical application of knowledge
- internship experience working with a campus or community leader
- exposure to leaders in:
    student government
    fraternities and sororities
    religious and professional organizations
    APSU administrative office
    community agencies
    . . . and many more . . .

WHAT MAKES THE APSU PRESIDENT'S EMERGING LEADERS PROGRAM UNIQUE?

- No other university in Tennessee provides students with the opportunity to study leadership processes and the ethics of leadership in such a specially designed program.

- The program provides a four-year experience for entering freshmen and a two-year experience for community college graduates/rising juniors
- The emphasis is on the applied as well as the theoretical

WHO CAN APPLY FOR THIS PROGRAM?

- Entering freshmen
- APSU rising juniors
- Community college transfers holding an associate degree
- Only individuals committed to developing leadership skills through both classroom and practical experiences

WHAT SELECTION PROCESS WILL BE USED?

High School Students:

1. GPA of 3.0 or above
2. Evidence of participation in high school and community activities (church, 4-H, civic)
3. Evidence of leadership qualities as denoted by participation in activities and the successful completion of specified extracurricular projects or the holding of leadership positions
4. Three references, including at least one from an academic person (principal, counselor, teacher) and one from a person representing a community resource
5. Interviews may be requested

Community College Graduates/Rising Juniors at APSU:

1. Hold an associate degree from a community college with a GPA of 3.0 or above
   or
   Hold junior status at APSU with a GPA of 3.0 or above
2. Evidence of commitment to community activities as indicated by academic and/or community involvement
3. Three letters of reference, including at least one from an academic person (dean, counselor, teacher) and one from a person representing a community resource
4. Interviews may be requested

Applicants may apply or be recommended for the APSU President's Emerging Leaders Program. Decisions concerning final acceptance will be made by the Selection Committee based on the above criteria; however, exceptions may be made in unusual circumstances.

HOW DOES ONE APPLY?

- Complete an application form
- Have three individuals send reference letters to the Director of the Leadership Program

SCHOLARSHIPS

- Entering freshmen and rising juniors/community college graduates applying for admission to the Leadership Program will be considered for Presidential Leader scholarships.

REQUIREMENTS FOR STUDENTS ACCEPTED INTO THE FOUR-YEAR PROGRAM

1. Students entering as freshmen shall complete the following courses during their first two years of study:

Leadership 1000	Introduction to the Study of Leadership
Leadership 1001	Communication Skills
Leadership 1002	Ethics in Leadership
Leadership 1003	Great Leaders
Leadership 1004	Community Organization*

* The Community Organization course will require students to serve on a community committee in order to learn more about the structure and functioning of organizations. Students shall apply to the Director in order to enroll for Community Organization during the fall semester of their sophomore year.

2. Students shall plan to complete 40 block hours of volunteer work approved by the Director on the campus or in the community before enrolling in Community Organization. The student will be assigned his or her learning experience. A log shall be submitted to the Director when application for entry into Community Organization is made.

3. Students shall enroll for two 3000-4000 level courses approved for the leadership curriculum during their junior and senior years and shall complete the capstone seminar during the spring semester of their senior year. A total of 17 semester hours of leadership training during the student's 4-year academic career is required.

4. Application for a senior internship (3 semester hours) shall be made during the spring semester of the student's junior year in order for placements to be arranged.

5. Students will be expected to attend eight monthly discussion sessions with community or campus leaders during the academic year.

6. As seniors, students will be expected to develop a mentoring relationship with entering participants.

REQUIREMENTS FOR STUDENTS ACCEPTED INTO THE RISING JUNIOR PROGRAM

1. Students will complete Leadership Development (3 semester hours) during the fall semester of their junior year.

2. Students shall plan to complete 30 clock hours of volunteer work on the campus or in the community during their junior year. During this volunteer experience, the student will be assigned to a mentor who will guide his or her learning experience. A log shall be submitted to the Director when application is made for the internship.

3. Students shall enroll for two 3000-4000 level courses approved for the leadership curriculum during their junior and senior years and shall complete the capstone seminar during the spring semester of their senior year. A total of 15 semester hours of leadership training during the student's junior and senior years will be required.

4. Application for a senior internship (3 semester hours) shall be made during the fall semester of the student's senior year in order for placements to be arranged.

5. Students will be expected to attend eight monthly discussion sessions with community or campus leaders during the academic year.

6. As seniors, students will be expected to develop a mentoring relationship with entering participants.

Following are descriptions of each course offered to freshmen during their first two years of study.

Introduction to the Study of Leadership - Leadership 1000

The goal of this one-credit introductory course in leadership is to provide an overview and acquaint entering students with the basic concepts in the area of leadership, followership, volunteerism, and group dynamics. The course is taught by Linda Rudolph.

TEXTS

Purchased: Lawson, Donant, & Lawson (1982). *Lead On*, Impact Publishers.
Optional: Johnson, D. & Johnson, F. (1987). *Joining Together*, Prentice Hall.
Greenleaf, R. J. (1977). *Servant Leadership,* New York: Paulist Press.

OUT-OF-CLASS REQUIREMENTS

Homework assignments = 40% of grade: Four written homework assignments will measure learning from material presented in class and reading assignments. These questions should be answered thoughtfully, critically and concisely. On all written work, students are expected to write in complete sentences, use appropriate sentence structure and spell correctly.

Project = 25% of grade: Each student will visit a meeting of the City Council or County Commissioners, observe leadership styles and group dynamics and write an in-depth analysis of his/her observations using knowledge of these areas. Students should describe the leadership skills observed, decide on the style of leadership and defend the conclusion. In addition, the group dynamics should be summarized with a critical analysis of the interaction. This paper will serve as a final demonstration of the ability to apply learning and evaluate leadership in the light of the learning.

Book report on *Servant Leadership* = 10% of grade: A three-page report on the reading of assigned chapters will be required. This should not be just a report of what was said in the book, but a summary of important points and a reaction to these ideas.

Interview = 10% of grade: Students will be given an interview form and asked to interview a leader of another gender or ethnic background. A summary of reactions and interpretations of the interview should be submitted with the interview form.

Class participation = 10% of grade: Much of the class time will be spent in group activities designed to teach communication and group dynamics; therefore, a part of the grade will depend on participation. Students will receive constructive feedback about their participation from the instructor and possibly feedback from peers throughout the semester; however, the instructor will evaluate participation based on specific criteria which will be shared with the student.

Journal = 5% of grade: It is often helpful to write out thoughts, feelings and reactions. A minimum of six (6) journal entries should be made during the semester briefly describing thoughts and feelings about an exercise or reactions to readings or other activities. Please try to make these entries meaningful; avoid writing only recounts of what has happened.

COURSE OUTLINE

Session	Topics/Assignments
1	General definition of leadership Reading assignment: *Lead On*, Chapter 1 Journal articles
2	Meet in UC 313 with junior level class Leadership qualities Continued discussion from Session 1 assignment *Joining Together*, Chapter 2

3 Group dynamics
Reading assignment: *Joining Together*, pp. 8-11
Lead On, Chapter 17
In-class group exercise
Journals will be turned in to instructor for review

4 Continuation of group dynamics
Book report on *Servant Leadership* due. Only the introduction and chapters 1, 2, 9, 10 and one from 4-8 are required. Papers should be turned in during class. Papers received later than 4:30 p.m. will be devalued.

5 Goal setting
Reading assignment: *Lead On*, Chapter 11, p. 65
Joining Together, Chapter 4, p. 130
Class exercises

6 Discussion of self-concept
Reading assignment: *Lead On*, p. 11
Burns, J., *Leadership*, pp. 101-104, to be distributed
Weiten, W., *Psychology Applied to Life*, pp. 213-220
Tennessee Self-Concept Scale

7 Meet in UC 313 with junior class
Communication
Reading assignment: *Lead On*, Chapter 3
In-class group exercise
Journals will be submitted to instructor for review

8 Processing of group exercise in communication
Roadblocks to communication
Reading assignment: *Joining Together*, Chapter 5

9 Presentation on problem solving
Reading assignment: *Lead On*, Chapter 12
Additional Reference (optional): *Joining Together*, Chapter 3

10 Continued discussion of reading
Group exercise on problem solving
Processing group interactions

11 Meet in UC 313 with junior class
The use of power and authority in leadership
Reading assignment: *Joining Together*, Chapter 8
Journal articles to be distributed
Journals will be turned in for review

12 Volunteerism
Reading assignment: *Lead On*, Chapters 13 and 24
Duplicated material to be distributed

13 Cultural and gender issues in leadership
Reading assignment: *Lead On*, Chapter 4
Duplicated articles
Outside assignment: Interview leader of other culture or woman leader to determine barriers to entry

14 Sharing of findings from interviews
Brief write-up of interview due
Journals will be submitted for final grading

15 Student discussion on leadership styles and group dynamics observed at a City Council meeting and a meeting of the County Commissioners
Analytic paper of these meetings due

16 Final exam

Communication Skills - Leadership 1001

COURSE DESCRIPTION

This course, taught by Mike Gotcher, is designed to enhance one's understanding of leadership from a communication perspective. Leadership will be explored as a product of human communication. The student will gain an understanding of the subject matter through class discussions, examinations, a paper and an oral presentation. Topics will include: symbol manipulation, speaker credibility, power, negotiation and communicator style.

COURSE OBJECTIVES

- to acquaint the student with the principles of communication theory as related to leadership
- to increase awareness of the role of communication in leadership
- to explore how modern day leaders use symbols (verbally and nonverbally)

TEXTBOOK

M. Z. Hackman and C. E. Johnson (1991). *Leadership: A Communication Perspective.* Prospects Heights: Waveland Press.

ATTENDANCE

Attendance is mandatory. Students are expected to attend all class meetings.

PAPER/PRESENTATION

Each student will complete a 10-15 page paper. The paper should focus on the communication style of a modern day leader. The paper should highlight the issues discussed in the course in relation to the leader's communication effectiveness. The paper should follow the APA manual for proper form.

The presentation will come from the paper. The presentation should be 8-10 minutes in length and should highlight the main points of the paper. The presentation should be viewed as an information sharing and idea exchange opportunity.

COURSE RESPONSIBILITIES

One examination (midterm)	100 points
One major paper	100 points
One oral presentation	100 points

TENTATIVE CLASS SCHEDULE

Readings are due for the session listed on the schedule.

Session	Topics/Assignments
1	Introduction to the course Leadership as human symbolic communication
2	Importance of communication Chapter 1
3	Leadership styles Chapter 2 Discussion: What style do you possess?
4	Theoretical approaches to leadership Chapter 3 Discussion: Identify a transformational leader

5	Power Chapter 4 Discussion: What is the "best" type of power?
6	Leadership as a function of credibility Chapter 5 Discussion: What factors affect credibility?
7	Midterm examination Multiple choice/true-false/short answers
8	Return midterm Compliance-gaining strategies
9	Governor Richard Riley, South Carolina
10	Communicator styles Video tape Discussion: What makes a good leader?
11	Preparing for the oral report Outlining
12	Introductions/conclusions
13	Presentations
14	Paper due

Ethics and Leadership - Leadership 1002

From Plato to the present, it has been argued that good leaders are good persons--individuals of good character who are able to apply sound reasoning to issues of private and public morality. This course, taught by Oscar Page, will explore the relationship between ethics and leadership.

COURSE OBJECTIVES

- To gain a greater understanding of ethical issues facing leaders

- To gain an understanding of the principles involved in the decision-making process
- To enhance one's ability to critically analyze community issues

REQUIRED READING

- David L. Bender, Ed. (1985). *Constructing a Life Philosophy,* Greenhaven Press.
- David L. Bender, Ed. (1989). *American Values,* Greenhaven Press.
- Bowen H. McCoy, "The Parable of the Sadhu," *Harvard Business Review,* Sept.-Oct., 1983.

GRADING POLICY

Student's final grade is based upon the grades earned on required essays, as noted in the syllabus, and two examinations. Class attendance is essential.

COURSE OUTLINE

Session Topics/Assignments

1 Scope and direction of the course
Assignment: "The Parable of the Sadhu." *Harvard Business Review,* 1983

2 Discussion of "The Parable of the Sadhu"
Assignment: Bender, *Constructing a Life Philosophy,* pp. 13-30
M. Scott Peck, "Choosing a Map for Life"
Plato, "Living in a Cave"

Write a paper comparing and/or contrasting the views of three of the authors in this section. (No more than five pages.)

3 Discussion of Peck and Plato readings
Assignment: Bender, *Constructing* ... Chapter 2

4 Discussion of *Constructing* ... Chapter 2
Assignment: Bender, *Construction* ... Chapter 3

5 "Legal Ethics"--Evans Harville, Attorney
Assignment: Bender, *Constructing* ... Chapter 4

Write a paper discussing the issues on pages 140-41 as they relate to the viewpoint of the five people noted on page 141. Clearly explain each viewpoint as it relates to this case.

Paper due

6 Discussion of Chapters 3 and 4
Assignment: Bender, *Construction* ... Chapter 5

7 Discussion of Chapter 5
Assignment: Bender, *American Values*. Chapter 1

Select two authors in Chapter 1 and write an essay comparing and contrasting their views as expressed in the articles. Select at least two additional sources (articles, books, etc.) on the subject discussed by the two authors that will expand understanding of the issues. Use the additional sources to write a summary that will further explain the basis on which the authors are drawing their conclusions.

Paper due

8 Discuss *American Values.* Chapter 1
Assignment: Bender, *American Values.* Chapter 2

9 Discuss *American Values.* Chapter 2
Assignment: Read one of the articles listed on page 172 of *American Values* or select one on the same subject--ethics in business--and be prepared to discuss it next time.

10 Discussion of assigned articles
Assignment: Read *American Values.* Chapter 4

11 Continue to discuss *American Values.* Chapter 3
Assignment: Each student should prepare a list of ethical issues he/she might face in his/her chosen profession.
Paper due

12 Ethical Issues in Business--Aaron Hutchinson, Professor of Economics
(Film on ethics and business. Class meets in the Media Center of the Library.)
Assignment: An article on ethics and the health care industry will be provided by Jim Decker

13 Ethical Issues in Health Care--Jim Decker, Director of Clarksville Memorial Hospital
Assignment: Read *American Values.* Chapter 5

14 Discuss *American Values.* Chapter 5
Assignment: Read *American Values.* Chapter 6

Based upon the articles in this chapter and other selected articles, write an essay on the "American Social Ethic." What is it? On what is it based? Based upon your approach to making moral judgments, how do you perceive the American Social Ethic?

Paper due

15 Discuss *American Values.* Chapter 6
Evaluation of course and instructor

16 Final paper due

Great Leaders - Leadership 1003

This course, taught by V. Warren, will explore the biographies of "models of greatness" to assist students in discovering the characteristics of individuals that contribute to outstanding accomplishments.

COURSE OBJECTIVES

- Exploration of the ingredients of great leadership
- Examination of the biographies, by category, of selected great leaders
- Choice and study of certain great leaders by students
- Observation of possible great leaders--guests, interviews, media, etc.

Some categories of great leaders and examples:

1. Political
    a. Democrats--Washington, Lincoln, Roosevelt, Churchill
    b. Revolutionary--Lenin, Mao, Castro
    c. Dictatorial--Hitler, Stalin, Saddam Hussein

2. Military
   Napoleon, George Marshall, Eisenhower, McArthur, Patton, Colin Powell, Moshe Dayan

3. Nationalist
   Lech Walesa, Nasser, de Gaulle, Herzl

4. Ethnic-Racial-Social
   M. L. King, Mandela, Parnell, de Valera, Devlin, Mahatma Gandhi

5. Gender (Women)
   Thatcher, O'Connor, Meir, Indira Gandhi, Friedan

6. Economic-Entrepreneurial
   Iacocca, Ford, Hammer

7. Media
   Murrow, Paley, Rather, Weaver, Koppel, Donahue, Sawyer, Reagan, Walters, Cronkite, etc.

8. Intellectual
   a. Secular--Locke, Burke
   b. Sectarian--Luther, Khomeini, Pope John Paul II

9. Contemporary
   Bush, Gore, etc.

REQUIREMENTS

This is a one-hour course for a selected body of student leaders. The grade will be based on the following:

- a study, by each student-leader, of a great leader
- an out-of-class essay examination
- classroom participation and outside activities by individual student leaders

READING ASSIGNMENTS

The instructor will assign portions of James MacGregor Burns' seminal *Leadership* (specifically, parts II, III and IV or pages 49-397). The instructor really recommends that the student leader read the whole book and add it to his/her library.

Community Organizations - Leadership 1004

COURSE DESCRIPTION

This course, taught by John Butler and Gaines Hunt, will examine the structure of community institutions and agencies as they relate to community activities. Included will be discussions of leadership in community organizations. Students will be expected to spend some time in the field learning about community organizations.

COURSE OBJECTIVES

The overall goal of this course is to provide information and expertise for making good choices about the community organizations in which students will work both as leaders and participants. Organizations will be explored using the following questions (and many more):

- What are the goals and objectives of the organization?
- What kinds of jobs and tasks are there?
- What is the atmosphere like?
- What do people receive for their efforts in this organization?
- How are decisions made and carried out? Individually? In groups? From the top down?
- How do people find out how they are doing? Are they given guidance when they are not doing well? Are there opportunities to learn and grow? How does the organization go about hiring, firing and promoting its employees?
- What is the future of this organization in our changing world? What is its place in the overall economy?

For the student to be able to demonstrate that he/she has:

- the ability to define and analyze organizations, social systems, bureaucracies and organizational theories
- an awareness of the characteristics and functions of organizations and how organizations and individuals influence each other
- an understanding of why it is important to study organizations
- an awareness of how the social environment might affect an organization
- a storehouse of information about one city (and county), the organizations that "make it go," how it is representative of many others and how the student can transfer experience from one community to others.

ATTENDANCE POLICY

Attendance is required! The very nature of this course necessitates involvement of all students; each student contributes to the progress of the course.

TENTATIVE OUTLINE OF CLASS SESSIONS

Class sessions will be interactive with only a few formal lectures. Students will be prepared to discuss and ask questions. The outline is tentative and may be realigned or changed due to availability of various presenters. Community leaders and professionals will be involved in many of the sessions. Students will be responsible for insuring, by their questions, that presenters provide them with full information about topics covered.

Session	Topics
1	Introductory session, building a theoretical community, introduce idea of people ecology--John Butler
2	Lecture/discussion on what a community is and ways to analyze and categorize communities--Peter Stoddard

3 Nature of the rural community--Gaines Hunt

4 Governmental units, how they are organized and operate--Governor Richard Riley (South Carolina)

5 History of urban deterioration--David Kanervo

6 Urban infrastructure

7 Community renewal agencies

8 The city's physical environment, garbage disposal, pollution, etc.

9 Where is the city? City geography, maps, geographical information system--Jim McCluskey

10 Protecting the citizenry--health services, fire, police, etc.

11 Education, structure of a school system

12 Community business organizations, Chamber of Commerce, industrial development

13 Service clubs--Hunt and Butler

14 United Way and the volunteer agencies--Butler, Pat Pile

15 Religious life, churches, synagogues

16 The media, newspaper, radio

Leadership Development -Leadership 3000-01

COURSE PURPOSE AND GOALS

This three-credit course, taught by Philip Weast, is designed as the initial course in the Emerging Leaders Program for students entering during their junior year and for students interested in becoming better leaders. The course has four major goals:

- To expose the student to basic theories and concepts of leadership and group dynamics, and assist the student in identifying and developing his/her own leadership skills.

- To assist the student in developing and improving skills in the areas of communication, group dynamics, goal setting, decision making/problem solving, conflict/controversy resolution, group cohesion and effectiveness and volunteerism

- To enhance the student's understanding of himself/herself and the manner in which he/she relates to others in the community.

- To develop the student's ability to integrate tasks and concepts and make application to future leadership situations

COURSE TEXTS

Johnson, Davis W. and Johnson, Frank P. (1987). *Joining Together: Group Theory and Group Skills.* Prentice Hall, Inc., 3rd Edition.
Lawson, L. G., Donant, F. D. and Lawson, J. D. (1982). *Lead On! The Complete Handbook for Group Leaders.* Impact Publishers.

Supplemental readings as assigned.

EVALUATION

	Maximum Points	Percent
1. Class Participation 0 to 5 points/day	100	10.0
2. Journal	175	17.5
3. Four written assignments	250	25.0
4. Interview	225	22.5
5. Project	250	25.0
	Total 1000	100.0%

GRADING

1,000 - 950 points = A
949 - 850 points = B
849 - 750 points = C
749 - 650 points = D
649 - 0 points = F

SPECIAL NOTES

1. **Class Participation** - Daily points will be determined by the student's involvement in class discussions and exercises. A student who actively participates and shows interest in the

subject being discussed could receive up to 5 points for the day. A student not participating or showing an interest could receive 0 points for the day. A student absent for the day will receive 0 points. Participation points will not be awarded for class sessions as announced.

2. For every calendar day that an assignment is past due, the grade for it will be reduced 20%.

3. Proper grammar utilization and correct spelling is expected and required in all written assignments.

Birmingham-Southern College
Arkadelphia Road
Birmingham, AL 35254

Neal R. Berte
President
(205) 226-4859

Center for Leadership Studies

The Center for Leadership Studies at Birmingham-Southern College was initiated in 1990 in recognition of the crucial role of a liberal arts education in fostering civic leadership. The Center encourages learning through both academic and applied methods. The approach is interdisciplinary and the scope emphasizes the plurality of leadership models.

The program has two components, both of which support the Center's objectives of developing leaders and supporting the study of leadership as a field of inquiry. One involves traditional classroom study of topics related to leadership. The second involves opportunities for experiences outside the classroom. While the programs of the Center have a student focus, other integral components are faculty development, staff participation and the involvement of the community. Best described, the Center performs its mission in four ways:

1. the interdisciplinary study of leadership and leaders
2. the co-curricular leadership training for students
3. leadership development institutes for on- and off-campus groups
4. service-learning which emphasizes service to the community as a vital component of leadership

In the last nine months, the core of the Center's program has been formed. A director has been hired. New courses have been developed on leadership and the 1992 January Interim Term will offer 14 courses from various disciplines that directly explore leadership concepts. In addition, a new interdisciplinary Honors course on leadership has been developed for the 1992 fall term to be taught by professors of business and education.

The Center is currently establishing a Leadership Roundtable to bring recognized leaders onto campus to meet with small groups of students outside the academic curriculum. The participating students will discuss controversial issues in the fields of the arts, humanities, sciences and business through the guidance of the Center and faculty members.

To nurture the commitment to service learning, the Center works closely with an established campus program, Southern Volunteer Services. Students participate in a variety of projects in the City of Birmingham as well as service projects in South America and Africa. One intensive service-learning project, conducted in Zimbabwe, Africa, gives students the opportunity to practice their leadership skills while serving the greater community. After an intense orientation including academic courses, students spend two weeks in Africa working in teams for the improvement of life at a church-related mission and surrounding areas. Students serve as leaders or members of a team and organize projects for medical and construction needs.

Birmingham-Southern College

Neal R. Berte

In 1991, the Center for Leadership Studies sponsored a Citizens and Leaders seminar for secondary educators from the Birmingham metropolitan area. The seminar featured members of the Birmingham-Southern College faculty and community leaders discussing issues of leadership and citizenship from the perspectives of political science, English, theater arts, philosophy and the sciences.

For additional information concerning the Center for Leadership Studies, contact Jeanne Jackson, Director, at (205) 226-4671.

Two courses at Birmingham-Southern College focusing on the study of leadership are: Comparative Elite Behavior and Leadership Studies/An Administrative Internship.

Comparative Elite Behavior - POL 340

The plan for this course, taught by Natalie Davis, is ambitious. In general, it seeks to combine two goals--one of theory and the other of practice. What that means is that each student will not only read and become familiar with theories of elite behavior and leadership formation, but also have an opportunity to identify his/her own leadership skills and develop them even more. Consequently, the course involves everyone's maximum effort, both in terms of class preparation and participation.

For one reason or another, students of politics have been fascinated with that special group of people who are generally classified as elites. The study of elite behavior begins with concepts such as leadership, power, authority and influence. These are viewed as being key to an understanding not only of issues related to governance but also to more general questions of how societal norms, values and resources are allocated. The first thing that we will learn in this course is that "in every society there is a class that rules and a class that is ruled" (Mosca).

What we hope to do is to accomplish the following:

- Review the literature on elite behavior
- Understand the concept of leadership
- Measure our own leadership skills
- Utilize those skills through the technique of simulation

We have been fortunate in that the Center for Leadership Studies has agreed to fund two retreats. The first is likely to be held off-campus in September. The second is scheduled for December. It is absolutely essential that all class participants attend the retreats.

The readings for the course come from various disciplines. There is the traditional literature of political science, there is what some might term "pop" psychology, and there is literature from the humanities. We will look at elite behavior from a "macro" perspective, where the emphasis is placed on institutions and groups of leaders such as presidents, party leaders, corporate leaders, etc. We will also take the "micro" road by examining individuals. Here, our focus will be on psychoanalytic theories of leadership. Following is a list of more specific course goals. Every effort will be made to address each of them.

COURSE OBJECTIVES

- Explore the literature on leadership and elites. There is a wealth of work. It varies from some "pop" work on "leadership in a day and a half," to more intellectual and analytic writing, typical of psychologists and political scientists.
- Investigate leadership style--focus on the differences between bureaucratic elites (managers), revolutionary elites and charismatic elites.
- Understand the relationship between leadership, management and team building.
- Learn how to identify leaders and elites.
- Explore comparative differences with respect to the political culture of leadership. This is tricky. It is tricky because there are organizational cultures which dictate particular patterns of leadership, and there are patterns of leadership which create organizational cultures. Do those cultures vary by national or regional setting?
- Are there gender differences with respect to leadership?
- Are leaders born or are they made? That is, can leadership be learned?
- Explore theories of elite behavior with respect to democratic institutions including (but not limited to) ruling versus elite versus instrumental models.
- Explore theories of elite behavior which focus on the importance of functional specialization and strategic elites versus more general theories of leadership development.
- Explore psychoanalytic studies of leadership.
- Who governs in America? Is this governing class generalizable across historic periods and across nations?
- Test the elitist theory of democracy.

TEXTBOOKS

- Martin N. Marger, *Elites and Masses* (2nd edition)
- William E. Rosenbach and Robert L. Taylor, *Contemporary Issues in Leadership* (2nd edition)
- Saul Alinsky, *Rules for Radicals*
- Peter Bachrach, *The Democratic Theory of Elitism*
- David Campbell, *If I'm In Charge Here Why Is Everybody Laughing?*
- Friedrich Dürrenmatt, *The Visit*

There are also a number of articles on reserve in the library.

COURSE REQUIREMENTS

A word about the final exam. Each student may choose between an oral or written final exam. In the case of an oral exam, these would be administered in groups. The groups will correspond to the course projects. The written final will be all essay and will be given at the regularly scheduled time.

Group projects will take the form of identifying a leadership problem or issue and developing a simulation which will assist in explicating or getting to the heart of the problem or issue. Students will divide into groups to develop the simulation, and then every student will participate in a simulation constructed by another group (during the final retreat). The simulation details will be discussed later in the course.

Here is a summary of what is expected:

Essay #1 (due session 3)	10%
Essay #2 (due session 16)	10%
Quiz #1 (session 9)	20%
Quiz #2 (session 15)	15%
Final Exam (Oral or Written)	15%
Simulation (Final Retreat)	20%
Participation	10%

COURSE OUTLINE

Session Topics/Assignments

Part I: Theories of Elite Behavior: An Overview

1 Introduction, Leadership and Social Change

2 The Concept of Power/Leadership
a. Marger, 1-3
Rosenbach and Taylor, chapter 4
b. Bachrach and Baratz, "Two Faces of Power"
Debnem, "A Rejoinder to Bachrach and Baratz"

3 Is The Concept of "Democratic Elitism" an Oxymoron?
a. Bachrach, *The Theory of Democratic Elitism*
b. Bachrach (continued)

Essay #1 due

4 **Retreat**
Radicals and Revolutionaries
Alinsky, *Rules for Radicals*

Note: The retreat will probably take place off-campus. It is planned for Friday evening and most of Saturday.

5 The Elitist-Pluralist Debate
a. Marger, 4-5
b. Walker, "A Critique of the Elitist Theory of Democracy"
Dahl, "Further Reflections on the Elitist Theory of Democracy"

Part II: Elite Identification

6 Psychoanalytic Theories
a. Marger, 12-13
Lasswell, "Varieties of Character and Personality"
Mazlish, "History, Psychology and Leadership"
b. Rosenbach and Taylor, Part 2

7 Elites in America
a. Marger, 6-8
b. Mills, The Power Elite in the American Class Strategic Elites"
Keller, "The Social Functions of Strategic Elites"

8 Community Power
a. Marger, 9-10
b. Marcuse, "A Critique of Pure Tolerance"

9 **Quiz #1**

Part III: Effective Leadership Behavior

10 The Political Behavior of Elites
a. Marger, 11-12
b. Marger, 13-14

11 Understanding Leadership
a. Rosenbach and Taylor, Part 1
b. Yukl, "Sources of Power and Influence"

12 Transformational Leadership
a. Yukl, "Charismatic and Transformational Leadership"
b. Rosenbach and Taylor, 15-16

13 Race and Gender
  a. Rosenbach and Taylor, 12
    Carroll, "Feminist Scholarship on Political Leadership"
  b. To be assigned

14 Leadership versus Management
  a. Kotter, "Management and Leadership"
    Campbell, *If I'm in Charge Here Why Is Everybody Laughing?*, chapters 1-4
  b. Campbell, 5-9

15 **Quiz #2**

16 The Vision Thing
  a. Rosenbach and Taylor, 13-15
  b. Rosenbach and Taylor, 17-20

Essay #2 due

17 **Retreat**
The Big Finish
Dürrenmatt, *The Visit*

Leadership Studies/An Administrative Internship - IND 453

COURSE DESCRIPTION

The Administrative Internship Program, supervised by Joel Megginson, has been designed to allow the student to gain insight into higher education administration by providing the opportunity to work in an administrative office on campus and to attend weekly seminars with College administrators. It is hoped that students will learn how different administrators are effective in their positions and develop an understanding of how the College is organized to provide a quality education.

In order to get the most from this experience, students are expected to do the following: work at least ten hours per week in the administrative office; actively participate in each weekly seminar; attend a Vice-Presidents' meeting, an Administrative Council meeting and the meeting of the Board of Trustees; and attend/participate in other campus events such as Homecoming, theater productions, guest speakers, etc.

READING MATERIALS

A few articles will be read which highlight a variety of topics in higher education. These will be distributed periodically. *The Chronicle of Higher Education* is an excellent publication providing a good understanding of the current issues in education. It is published weekly and is available in the library. Students are also responsible for reading two texts: *The Effective Executive* by Peter Drucker and *College* by Ernest L. Boyer, both of which are available in the Bookstore.

WRITTEN ASSIGNMENTS

Students are required to keep a Weekly Journal for the entire semester. They must submit a two-page typed summary of their thoughts based on the weekly seminar, their experiences in the internship and the readings in either *College* or *The Effective Executive*.

Students also have two other written assignments over the course of the internship. First, a paper of approximately four pages will be due at midterm. The second paper, due at the end of the term, will be 10-12 pages and will be an analysis of some aspect of the internship experience and what has been learned about higher education.

Correct use of the English language is required in all written assignments. Students will be penalized one point for each misspelled word or grammatical mistake that is found in the papers and journal entries. Students will also be penalized five points for each day the assignment is late.

GRADING

The grade will be based on the following components:

Presence and participation in seminars, meetings, etc.	10%
Evaluation of Weekly Journal	25%
Evaluation of midterm paper	15%
Supervisor's evaluation	30%
Evaluation of final paper	20%

Fairleigh Dickinson University
College of Business Administration
1000 River Road
Teaneck, NJ 07666

Mary H. Beaven
(201) 692-2157
Henry Fuentes
(201) 692-2164

Emphasizing Leadership

PROGRAM FEATURES

This program, which integrates self-development skills, interpersonal skills, presentation skills and leadership skills into the accounting curriculum, has several unique features:

1. The program curriculum is delivered in four one-week, one-credit seminars (a format typical of corporate training programs).
2. Public accounting firms and multi-national corporations, working with COBA faculty, help to plan, staff and evaluate these training seminars.
3. Selected accounting and management faculty are given release time to engage in curriculum development for special training programs offered by the cooperating firms. Faculty integrate self-development skills, interpersonal skills, presentation skills and leadership skills, first introduced in the training seminars, into their courses and then develop ways to refine and extend these skills.

SEMINAR DESCRIPTIONS

Seminar Topic

1 Self-Development and Communication Skills

This seminar will focus on self-assessment and self-development skills. These skills include questioning techniques, one-to-one negotiation and time management. Videotaping and critiquing of individual one-on-one interactions will be utilized each day. At the end of the seminar, the student will prepare a plan for self-development for the following academic year.

This seminar will be offered prior to the third semester of the program. The skills introduced will be integrated into the third semester accounting and business courses where they will be reinforced and further developed.

Each student will be assigned to an advisor and meet with him/her every two weeks for counseling and coaching in regard to the self-development plan.

2 Small Group Dynamics and Communication Skills

This seminar will introduce students to basic small group skills. Students will become involved in 1) preparing a group report based on an accounting case study,

2) planning and implementing a group meeting, and 3) making a presentation based on a case study to a group of accountants. A part of each day will be spent on videotaped critiquing of individual and group performance. At the end of the seminar, each group will prepare a plan for its development over the semester.

This seminar will be offered prior to the fifth semester of the program. The skills introduced will be integrated into the fifth semester accounting and business courses where they will be reinforced and further developed.

Each group will be assigned to a supervisor. They will meet every two weeks regarding the group's development plan.

3 Negotiation and Conflict Resolution: Dealing with Ethical and Cultural Differences
This seminar will concentrate on dealing with differences and creative problem-solving of those differences. Ethical dilemmas found in the field of accounting and differences in cultures and values arising in international situations will form the content of the seminar while the skills to be taught relate to negotiation and conflict resolution. The oral and written skills to be taught will involve analysis of those differences. Videotapes will be utilized and critiqued daily.

This seminar will be offered just before the sixth semester of the program. The skills introduced will be integrated into the sixth semester accounting and business courses where they will be reinforced and further developed.

Each group will work under the same supervisor as assigned after seminar 2. The group will assess its progress and make plans for additional group development.

4 Leadership Skills at a Supervisory Level
This seminar will introduce basic supervisory skills, such as coaching and counseling, goal setting, team building, peer performance evaluation/appraisal, delegation, feedback and project team management. Oral and written communication skills to be developed are those required for longer, more complex proposals and reports. Critiques of videotapes will be an integral part of the seminar.

This seminar will be offered just before the seventh semester of the program. The skills introduced will be utilized by having one student coach and counsel another student taking Seminar 1 on goal setting, delegation and performance appraisal. During the fifth year, each student will have a group from Seminar 2 to supervise.

The skills introduced in this seminar will be integrated into the seventh semester accounting courses where they will be refined and further developed through more complex group assignments and rotating leadership roles.

At this time, students, as individuals and in groups, will draw up their final plans for development. These plans will prepare them for employment and other significant responsibilities.

FACULTY TEAMS

Through training, curriculum development and pedagogic modification, faculty teams are being formed to provide consultation and training to faculty and departments of other colleges of business interested in integrating similar skills into their accounting and management courses and programs.

PARTICIPATING FIRMS

Participating firms, to date, include the following: Arthur Andersen, CPC, Coopers and Lybrand, Deloitte and Touche, Peat Marwick, and Price Waterhouse.

Kennesaw State College
P. O. Box 444
Marietta, GA 30061

Alison Breeze-Mead
Director of Student Activities
(404) 423-6280

Student Leadership Kennesaw

OVERVIEW

Student Leadership Kennesaw began in 1986 in the division of student affairs. Separate programs, Faculty Leadership Kennesaw and Staff Leadership Kennesaw, exist for the rest of the campus community. The three groups come together in one program each quarter and spend the rest of their meetings as separate groups.

Student Leadership Kennesaw seeks to prepare students to be leaders on campus and in the community upon graduation. Managed by the Director of Student Activities, the program uses facilitators from the student affairs staff, faculty members and off-campus consultants. Funding comes from student activity fees.

Approximately 24 students participate each year. Priority is given to students in positions of responsibility in extracurricular areas at the beginning of each academic year. Remaining space is filled by students seeking to develop their leadership skills although they do not hold an office. An application and interview process is used.

The program begins each fall with a weekend-long retreat, continues with on-campus workshops offered two to three times each quarter and concludes with a cookout at the home of President Betty L. Siegel.

Students who satisfactorily complete a year in Student Leadership Kennesaw may apply to serve on a steering committee. Steering committee responsibilities include assisting with the selection of new participants, making workshop arrangements and serving as junior facilitators.

PHILOSOPHY

The program's philosophy is that a successful student leader works positively with others to achieve a vision of what an organization can be in the future. Vision comes from the hopes and dreams of the leader and others in the organization. Courage, persistence and commitment are required to pursue vision. Sound organizational management skills are required to support a successful pursuit of vision.

CONTENT

Four content areas are drawn from the program philosophy: self-knowledge, interpersonal relations, organizational management skills, and understanding of the nature of leadership. Each of these content areas has two competencies which students must strive to master as they become leaders.

Within the area of self-knowledge, topics are selected to enhance a student's autonomy (the ability to choose from options and provide direction to self and others) and integrity (the ability to act consistently with regard to one's values). Sample workshop topics include decision-making skills, values exploration, Myers-Briggs Type Indicator and the Student Developmental Task and Lifestyle Inventory.

To enhance interpersonal relations, activities are selected to develop a student's skills in group dynamics (the ability to utilize sound techniques when working with a group) and human relations (the ability to employ positive skills when working with diverse individuals). Workshops include interactive team building, situational leadership, communication skill building, consensus building and invitational leadership.

Organizational management skills include the task of positioning (the ability to utilize resources, relationships and influence to impact an organization) and task effectiveness (the ability to perform or delegate tasks needed to keep the organization operating effectively). Sample topics include on-campus governance structure, visits to the state capitol and office of the board of regents, parliamentary procedure, training specific to the needs of the organization and campus policies, paperwork and procedures.

To enhance a student's understanding of the nature of leadership, topics are selected to develop vision (the ability to see a future version of the organization based on the hopes and dreams of leaders and followers) and commitment (the ability to persist in the pursuit of vision). Workshops on the nature of leadership include the language of leadership, incorporating vision into leadership, goal setting and leadership and power.

The intent of Student Leadership Kennesaw is to teach students what constitutes leadership, help them discover their leadership skills and inspire them to continue to develop their competencies and strive to become the kind of student leaders who:

- are true to themselves
- are self-directed
- involve their followers
- use the human touch
- see the big picture
- get the job done
- see the future
- take leadership to heart

North Central College
Thirty North Brainard Street
P.O. Box 3063
Naperville, IL 60566

David Smith
Director
(708) 420-6284

The Leadership, Ethics and Values Program

INTRODUCTION

The realization of human possibilities requires leadership rooted in values and actively engaged with issues of ethics. Whether in business, government, a voluntary association, a community or the nation, only the *leadership* relationship between a leader and others enables the efforts, skills and dedication of many individuals to be coordinated for the achievement of a common purpose. For that common goal to be worthy, it must be consistent with the enduring human *values* of fairness, the advancement of human dignity, quality, beauty and creativity. Leaders have the task of shaping organizations and institutions in which these key values are not merely pious hopes, but vital standards of the common life.

Leaders have a further responsibility for promoting *ethics* within the spheres of their control or influence by modelling, advocating and rewarding conduct that is sensitive to the welfare of others. Sometimes the choice between ethical and unethical courses of action is clear, but often managers and professionals must reason carefully and use their moral imagination fully in the face of competing demands.

The importance of the connection between leadership, ethics and values is sometimes apparent by its absence. All too often we see the public or corporate trust betrayed in the illegal or unethical conduct of people in positions of power. Even more commonly, we find attempts to manage subordinates merely by manipulation or coercion in ways that ignore the motivating force of values. Good leaders, by contrast, earn loyalty through their integrity. They articulate a value-laden vision that wins commitment and use their power to release, not constrain, the talent and energy of others as all work for common goals. Good leadership builds strong companies and institutions, improves the quality of life in a community, strengthens justice and enhances the human prospect.

At North Central College, the development of leadership, ethics and values are fundamental goals. Whatever field of study or academic degree a student may pursue, the theme of leadership, ethics and values challenges the individual to prepare broadly and with vision for an active and responsible role in his or her work and community. At the same time, common concerns for leadership, ethics and values bring students of diverse backgrounds and interests together with faculty members and administrators. A campus community of inquiry which respects the experience, convictions and specialized knowledge of every participant is created around the theme.

A COMPREHENSIVE APPROACH

The Leadership, Ethics and Values Program (LEV), started in 1989, is open to all students.

LEV offers introductory and advanced courses in which students may study the exercise of effective, moral leadership under the complex conditions which characterize our society and world. Non-credit workshops conducted by the Office of Student Activities help students develop leadership skills that can be practiced in campus and community activities. LEV awards small grants in support of projects which create opportunities for students to practice leadership. Conferences, lectures and seminars bring scholars of leadership, ethics and values and leaders in business, government and the professions to campus for discussion with students and faculty.

STUDENT INVOLVEMENT

Undergraduate and graduate students serve on the campus-wide committee that advises the Director of the LEV Program. Students also take the initiative by submitting proposals to the LEV Committee requesting support for activities that advance the practice or study of leadership. In 1989-90, LEV awarded almost $5,000 in grants to students and student organizations. These grants directly assisted some forty students involved in nine different projects, enabling them to attend leadership development conferences, create campus events and publications and learn by working with experts. The insights they developed and the events they planned benefited the entire campus community.

REACHING BEYOND THE CAMPUS

North Central's focus upon leadership, ethics and values has been acclaimed by corporations, churches, community organizations and alumni. The LEV Program seeks to develop active, ongoing associations with these friends and neighbors of the college. As speakers or panelists in LEV-sponsored events, leaders in business, the professions and public service share their insights with students and faculty members. Managers in non-profit organizations serve as mentors to students in leadership internships.

The LEV Program sponsors an intensive two-day program in Management Ethics for teams of corporate and municipal managers, and one-day workshops on business ethics offered through the Center for Continuing Education. The Director of the LEV Program frequently addresses church, community and alumni groups. A Corporate and Community Advisory Committee assists in planning the activities of the LEV Program.

THE ACADEMIC PROGRAM

Undergraduate Courses

LEV 121. Contemporary Issues in Leadership
An examination of leadership needs in American communities, corporations and political life. Studies of several leaders who have met diverse challenges form the basis for understanding the tasks and responsibilities of leadership.

LEV 490. Seminar on Leadership Theory
The goal of the seminar is to gain familiarity with comprehensive theories of leadership, with special emphasis upon the connections between leadership, ethics and values. Students conduct independent studies of effective leaders.

LEV 497. Leadership in Work Environments
A seminar linking theory and experience in which students analyze the leadership issues they confront in work. Each student spends approximately 10-12 hours per week working in an approved internship placement. The seminar meets once per week for two hours.

Graduate Courses

HTB 560. Values and Ethics in the Workplace
An exploration of the meaning, significance and implications of values related to being an employee at any level. The values of trustworthiness, loyalty, participation, fairness, privacy and respect for others will be explored. The challenges of balancing work, family and community values are also considered.

MLS 576. Leadership for Social Change and Renewal
A study of contemporary leaders who have developed organizations and programs addressing critical social and environmental issues. Their strategies for building consensus and constituencies will be considered in light of social and ethical theory.

In addition to these courses sponsored directly by LEV, students are encouraged to pursue the theme of leadership, ethics and values throughout their education. The theme is introduced in the Freshman Experience Seminar. Further coursework in religious or philosophical ethics and in the analysis of the values elements of cultural systems is required as a student builds a solid foundation in the liberal arts. Requirements in English and communications also work to ensure that all students possess these basic tools of leadership.

The LEV Program especially encourages students to explore issues of leadership, ethics and values as these may arise in their concentrated studies or be related to their various and specific educational or career-preparation goals. A discussion or reading in business, accounting, or biology, for example, may open an issue of great significance to a future manager, accountant or health professional. The LEV Program supports faculty study projects designed to improve the teaching of leadership, ethics and values throughout the curriculum.

Purdue University
Dept. of Organizational Leadership and Supervision
1420 Knoy Hall of Technology
West Lafayette, IN 47907-1420

Gerald D. McCarthy
Head of Department
(317) 494-5597

Organizational Leadership and Supervision at Purdue

MISSION STATEMENT

The Department of Organizational Leadership and Supervision, as part of the School of Technology, has as its mission:

- to educate and develop individuals for leadership positions in business and industry, as well as service and governmental agencies. This mission is accomplished via Associate in Applied Science and Bachelor of Science degree programs, courses for students in other University disciplines and special programs for the workforce of the State of Indiana.

- to conduct leadership research that advances the body of knowledge in the field and thus provides state-of-the-art content for its education and development mission.

GENERAL INFORMATION

The Department of Organizational Leadership and Supervision is part of the School of Technology and has as its primary function the key objective of preparing students to perform well in their first work-related professional level position and demonstrate their leadership ability within an organizational context.

In support of this orientation, an in-depth academic program has been developed which blends theory about individual and group human behavior with practical skills training. This integration is enhanced by a dedicated and work-experienced faculty, small-size classes and students who have "real world" exposure from their internship and other work experience.

No less than 15 departmental courses are devoted to these basic tenets. Specifically, the curricula:

- builds general supervisory skills as well as provides the basics of leadership behavior by addressing key areas such as:
  - interpersonal communication
  - human relations in supervision
  - working with and through people
  - conflict resolution

- addresses many organizational issues such as:
  - quality and productivity
  - teamwork and work groups

- self-directed work teams
- creativity and innovation
- managing change
- training and development
- health and safety

On a national basis, the Organizational Leadership and Supervision program is unique by virtue of the number and relevance of course offerings. It encompasses a solid academic program that provides a long-term educational emphasis on the real-world work concepts and principles of enlightened leadership, rather than a short-term "how to be a supervisor" approach.

Students are encouraged to take a planned program of technical electives that will provide a meaningful background for their future careers. In addition to the regular undergraduate four-year program, a student may choose to gain practical work experience by participating in the Supervision Cooperative Education Program and Summer Internship Programs.

WHAT'S SPECIAL ABOUT THE PROGRAM?

It is a program that provides a pragmatic, innovative and flexible approach to the student's education, with opportunity for interaction between the student, the faculty and the outside world of work.

It is a program with a general and flexible curriculum which allows the student to specialize in his/her area of interest and talent.

It is a highly individualized, practical, "real world," people-oriented approach to supervisory management. The emphasis is very much directed toward leadership, working with people and implementing change.

It is a program with relatively small class sizes with the majority of courses taught by full-time tenure track faculty with a variety of professional backgrounds.

It has a highly qualified, professional and work-experienced faculty and counseling staff that are student oriented. Individual, personalized counseling is available.

It is a B.S. degree program with about 60% of the graduates entering first-line supervisory positions or management trainee positions in production control, production supervision, quality control and industrial engineering. Most of the remainder enter fields such as general management, military service, customer service, human resources management, sales and financial services. Others choose to continue their education in advanced degree programs.

It is a program that helps market and place its students through the following:

- career counseling by all faculty members

- publication of yearly resumé books for graduates as well as summer intern candidates
- liaison through the Department Work Programs Coordinator with our graduates, their employing company officials and potential employers.

It is a source of professional talent for leadership positions in business, industry, government and other organizations.

It is one of the fastest growing programs at Purdue where its graduates are its best advertisement.

WHAT IS THE "AVERAGE" SUPERVISION STUDENT LIKE?

- About 85% are from Indiana
- About 35% are female
- About 65% transfer from other schools/departments
- Is career oriented; sees degree as a means to employment and professional growth
- Is work oriented; either has previous work experience or is working part-time
- Gets along well with people; personable and enthusiastic

GRADUATE PLACEMENT

- During the past ten years, approximately 85% of Organizational Leadership and Supervision graduates have found jobs within three months of graduation.
- Approximately 30% are employed in Indiana.

Representative Areas of Recent Graduate Employment

• Manufacturing, Production, Processing	58%
• General Management	8%
• Sales, Marketing, Promotions	6%
• Human Resources Management/Administrative Services	3%
• Customer Service	4%
• Banking, Finance, Insurance, Real Estate	5%
• Military Service	5%
• Continuing Education	5%
• Other	6%

WORK EXPERIENCE PROGRAMS

Because of the increasing consideration of work experience in job placement, the department actively sponsors two work programs:

Summer Internship Program

The program is designed to combine university study with work experience directly related to the student's plan of study. It is non-traditional and different from various Co-op programs or independent work programs in that it allows the student and employer maximum flexibility in arriving at a meaningful and productive work experience of approximately 10-12 weeks. Departmental assistance is provided in identifying potential employers, arranging student interviews and monitoring subsequent work assignments and student performance. The program requires a written report of work experience.

Cooperative Education Program

The Organizational Leadership and Supervision Cooperative Education Program is designed to combine university study and work-learning experience. Co-op students' work-learning experience is directly related to the plan of study being followed on campus and it is obtained in an employing organization in either business, industry or government. A rotational schedule (i.e., alternating semesters between the campus and the employing organization) provides the co-op student with a blend of earning, learning and practical work experience. This approach makes both the classroom study and the work-learning experience more meaningful. The program requires a written report of work experience.

ASSOCIATE IN APPLIED SCIENCE (A.A.S.) DEGREE (63 credit hours)

The Associate in Applied Science Program is designed to meet the needs of people who wish to improve themselves educationally and professionally through the development of basic supervisory skills. The program is limited to those who are employed full-time and desire to extend their education on a part-time basis. Persons who are already in supervisory positions as well as those with the desire to equip themselves for upward mobility into supervisory levels are encouraged to choose this option.

Students should plan a strong individual program around their own career goals taking courses to equip them for the technical aspects of their desired field of endeavor. Graduates of the A.A.S. program are eligible to continue toward a B.S. degree in Organizational Leadership and Supervision. Credits earned in the A.A.S. can apply to the B.S.

BACHELOR OF SCIENCE DEGREE (126 credit hours)

The curriculum consists of 26 hours of Supervision core courses (6 hours of foundation courses, 9 hours of intermediate level courses and 11 hours of advanced level courses); 15 hours of Supervision Selectives; 56 hours of general core courses covering liberal arts quantitative and physical science courses; 15 hours of technical/professional courses related to an area of specialization; and 14 hours of non-technical electives.

For more course information on the Associate in Applied Science Degree and the Bachelor of Science Degree, contact Gerald D. McCarthy.

Robert Morris College
Narrows Run Road
Coraopolis, PA 15108

Jack V. Balderson
Dean of Students
(412) 262-8346

Student Leadership Development Program

GOALS/OBJECTIVES

To provide training and experience that enables students to identify, enhance and practice their individual leadership skills. Students will develop a leadership awareness on three levels: cognitive, behavioral and attitudinal. These objectives are based on Chickering's (1972) seven vectors of student development.

OUTCOMES: Students who have completed the Student Leadership Development Program should:

- be more effective in their roles in campus organizations
- become more involved in groups both within and outside of the college community (e.g., volunteerism)
- understand the need for leadership and "followership" as appropriate
- recognize their potential and understand that leadership is an acquired skill
- acquire a positive self-image
- identify individual strengths and weaknesses, then build on their strengths and manage their weaknesses

COURSE OFFERINGS

SD101 1. All Freshmen - required (1 credit)
- extended orientation/freshman success course
- leadership discussion
- personal skills training
- encouragement to join a campus organization

** SD201 2. Emerging Leaders (2 credits)
- restricted to 100 students (5 sections)
- selection based on potential and recommendation
- required to join a campus organization

** SD301 3. Advancing Leaders (2 credits)
- required volunteerism

** SD401 4. Leadership Seminar: Organizational Leadership (2 credits)
- applying individual skills in a leadership position

5. Internship
    - supervised experience in a campus leadership position

** These proposed courses are currently in the development stage.

STUDENT DEVELOPMENT 101

COURSE OUTLINE

Session Topics

1 Introduction to Student Development

This session will expose the students to those campus resources which will enhance their opportunities for success in college. In addition, they will be instructed in the principles of student development and the foundations of leadership. The MBTI will be administered at this initial meeting.

2 Stress Management

This session will concentrate on the notion that new situations, in which college students find themselves, are stress producing. They will be taught that stress can be both helpful and harmful and how to manage stress in any given situation.

3 Time Management

This session will explain the advantages to effectively managing time. It will be demonstrated that it is possible to successfully balance a full academic load with participation in campus activities, including leadership positions, and still have time to tend to personal needs.

4 Goal Setting/Decision Making

This session will focus on the importance of setting, working toward and achieving goals, both personal and organizational. In this context, it will be demonstrated that decision making is a developmental process. In order to understand this process, the importance of their individual thoughts and feelings as they relate to the art of decision making will be stressed.

5 Self-Esteem

This session emphasizes the idea of self-worth. As individuals, college students and potential campus leaders, students should understand that they have much to contribute and that their presence within the college community is important.

6 Personal Values/Strengths and Weaknesses

This session will examine value systems and how they relate to decisions regarding academic, career and leadership matters. Students will be asked to identify their individual strengths and weaknesses and discuss how these impact on those decisions.

7 Communications/Group Dynamics

This session will focus on the importance of effective communication. Through a variety of class experiences, the essential elements of communications, verbal and non-verbal, will be explored.

8 and/or 9 Organizational Membership/Group Dynamics

Based on previous class sessions, the various campus organizations will be evaluated for possible membership. The nature of organized groups, procedures and factors affecting members' interaction and group effectiveness will be explored.

10 Leadership Styles

The various types and styles of leadership will be discussed. Through a self-assessment, students will have the opportunity to identify their individual style and to learn of its effect on group process. This will enable them to become aware of areas which may need improvement and the methods to do so, in order to become an effective, dynamic leader.

11 Ethics

This session will offer the basics of ethics--what is "ethics," its importance, and how ethics can be applied. Students will be challenged to consider cultivating a critical style of thought and developing a code of ethics (thought and behavior).

All sessions will be concerned with the student's development academically, personally and as a campus and future community leader. All sessions will promote a positive attitude and deal with issues related to cultural and gender diversity.

TEXT

Gardner, John N. & Jewler, A. Jerome (1989). *College is Only the Beginning*. Belmont, CA: Wadsworth Publishing Co.

COURSE REQUIREMENTS

1. Students are expected to participate fully in all class sessions for successful completion of the course. Unavoidable absences due to illness, hospitalization, etc. should be reported directly to the instructor and, ordinarily, should not exceed three missed classes. Students with more than three absences are subject to an F grade for the semester.

2. All students are required to schedule a personal interview with the course instructor.

3. Grading:

Homework assignments, papers, group presentations	60%
Written quizzes and tests	40%

4. Instructor may grant extra credit, not to exceed 10% of the final letter grade, for the following:

    - class participation
    - perfect attendance
    - joining an organization
    - volunteer activities/community service
    - supplemental reading research projects or other activities with instructor's approval

Students have an opportunity to evaluate the course content and the instructor at the end of the semester.

REFERENCE

Chickering, Arthur W. (1972). *Education and Identity*. San Francisco: Jossey-Bass Publishers.

Salisbury State University
Center for Personal and
Professional Development
#263 Guerrieri University Center
Salisbury, MD 21801

Terry M. Clay
Career Development
Specialist
(301) 543-6070

The Minority Leadership Development Program

PHILOSOPHY/OBJECTIVES

The Minority Leadership Development Program (MLDP) is designed to enhance the personal and professional development of minority students and prepare them for professional and leadership positions in business, industry, and academic and research institutions. MLDP increases both academic commitment and performance by providing focus in terms of career planning and development as well as study skills and techniques to enhance individual capabilities. An equally important goal is to help students achieve academic success by honing the necessary skills to perform university level work. MLDP provides a foundation for the development of leadership skills on campus and, ultimately, in the business community. Program components include a course titled Personal Career Planning: Multicultural Perspectives, a Mentor/Externship Program and other Special Events.

THEMES

- Career Development Sessions
  These sessions emphasize career planning and vocational maturation while providing students realistic career options and an understanding of the dilemma of leadership for minorities in corporate America. They also provide an overview of labor market realities, particularly as the fluctuations in the market relate to minority employment, unemployment and underemployment. Case study analysis is heavily employed during these sessions.

- "Real World" Experiences
  As part of the career and professional development process, the Mentor/Externship component allows students to come face to face with aspects related to corporate cultures and the dilemma minorities face when interfacing with the corporation.

- Supportive Study Skills Sessions
  These sessions orient students to campus and academic services while enhancing study skill techniques to foster academic success.

- Being a Minority on a Predominantly White Campus
  Providing exploration of, and problem-solving skills related to, the social adjustment issues minorities encounter on predominantly white campuses.

- Leadership Activities
  Engaging students in leadership activities while exploring their own leadership potential via classroom exercises and involvement in various campus activities.

- Interaction with Minority Leaders
  Offering opportunities for students to meet and interact with minority leaders.

Following are descriptions of the MLDP program components.

PERSONAL CAREER PLANNING: MULTICULTURAL PERSPECTIVES - GENL 110-151 (2 credits)

The curriculum of this course highlights the content in the above themes. The forty-five hours are divided among classroom lectures, case analyses, exercises and discussions. It is unique in utilizing computerized career planning and academic enrichment software programs. Students are required to maintain a journal and engage in two individual consultation sessions with the course instructors.

COURSE REQUIREMENTS

- Attend class on a regular basis
- Participate in all class exercises
- Complete the six out-of-class computer assignments
- Maintain a journal during the semester as part of writing across the curriculum
  The journal will include information about how the student implements the various techniques for enhancing academic success discussed in class. The journal will also chart insights gained during the self-assessment, occupational research and job search skills phases of career development. The journal is an exercise in response to writing across the curriculum emphasized by the University and addresses three of the course objectives directly: college orientation; personal and career development; and leadership development.

  The instructors are looking for spontaneity, honesty, creativity, depth and value contradictions in each entry. Out of contradictions and ambiguity should emerge definitions and answers. Each entry will be a maximum of two pages with a total of seven required. The journal will begin with a career autobiography.

- Attend and critique special panels/lectures

  As relevant special events come to campus, students will be required to attend and be prepared to discuss each event in class. Students will also deliver a written critique in their on-going journal. Lists of the special events are made available at the beginning of each semester.

Grades are decided on the basis of attendance/participation, completion of out-of-class (computer) assignments and quality of journal entries including critique of panels/lectures. In addition, the individual progress of each student will be assessed in an effort to assign appropriate grades.

COURSE OUTLINE

Session	Topics/Assignments
1	Introduction to the course Pre-testing
2	Introduction to career and educational planning Lecture Computer assignment: Memory Skills for School Success
3	Theories of career development The influence of family and community on career development Lecture, case study and exercise
4	Success in the classroom: Study skills/test-taking skills Computer assignment: CAI Study Skills Program
5	Overview of interest inventories Vocational testing Computer assignment: Major/Minor Finder
6	Study skills and work habits Video, case study and exercise
7	Success in the classroom: Stress management/coping skills Computer assignment: Speed Reading Program
8	Realities of the labor market A basic introduction to macro economic theory as it relates to the labor market Exercise and video
9	Minorities on a predominantly white campus Shyness/assertiveness/self-esteem Assignment: CAI Personal Development Series
10	Decision making Results of the vocational testing

Evaluate career options and academic majors
Process Sigiplus and the Major/Minor Finder activity
Case study and exercise

11 Minority identity development model
Stereotypes/faculty expectations

12 Corporate cultures
Issues of racial identity development in the work world (the Cross model of Racial Identity Development will be explored)
Case study and small group exercise

13 Conflict resolution
Interpersonal communication skills

14 Corporate cultures and communication
Issues of communication and race/culture in the work world
Case study, small group exercise and video

15 Business communications
The written/spoken word
Resumé writing, interviewing and self-presentation skills
Computer assignment: The Perfect Resumé

16 Leadership styles and development
Case study and small group exercise

17 FINAL EXAM (Post-testing)
Program evaluation

THE MENTOR/EXTERNSHIP EXPERIENCE

The Minority Leadership Mentor/Externship Experience is designed to allow capable minority juniors and seniors the opportunity to learn first hand the day-to-day responsibilities in a career field of interest. Students are paired with a mentor--an alumni or other minority professional presently working in the student's field of interest--for one month during Salisbury State's January interim session. The student and mentor develop a contract detailing the parameters of the externship; this includes working hours and duties performed by both the extern and the mentor.

Prior to entering the Mentor/Externship Experience, students will have completed the Personal Career Planning: Multicultural Perspectives (GENL 110-151) course. The Mentor/Externship Experience helps students focus on life and career goals while fostering knowledge of corporate cultures. Once the student has completed the externship experience, he/she is encouraged to continue the relationship with his/her mentor for further advice on career development.

SPECIAL EVENTS

Throughout the semester, MLDP students, along with the entire campus community, attend various special events. These have included a socratic dialogue, noted guest speakers--Gwendolyn Brooks, Margaret Walker, Roger Wilkins and Juan William--mini-conferences and panels. The special events are usually the result of a collaboration between MLDP and other campus departments or organizations, particularly Minority Affairs. To date, such activities have been widely received and have prompted enlightening discussions.

When enrolled in GENL 110-151, the student is given the opportunity to attend a student leadership conference. The trip is coordinated by Minority Affairs, and MLDP students incur no costs if selected to attend.

Students are also encouraged to participate in various activities sponsored through the Dean of Students Office, Minority Affairs, Student Activities, the University Center Office and academic departments across the campus. Leadership seminars are also provided for students.

University of Kentucky
106 Student Center
Lexington, KY 40506-0030

Rhonda Strouse
Assistant Director
of Student Activities
(606) 257-1099

Established Leader Institute

PURPOSE

The purpose of the Established Leader Institute is to develop leadership skills and encourage campus involvement in twenty-five junior and senior students. The design allows students to analyze and develop their leadership potential while enhancing their abilities in the areas of conflict resolution, communication, legal and moral decision making, strategic planning and cultural diversity. Institute participants are selected by an application process which examines co-curricular involvements, leadership experience, recommendations of faculty and staff and written personal statements. Due to the high level of involvement required in the program, a minimum grade point average of 2.5 is recommended for applicants.

CREDIT REQUIREMENTS

Students accepted into the program can earn three hours of elective credit upon completion of the Institute. A pass/fail grade is assigned based upon satisfactory completion of the terms of the student's learning contract including presentation of an individual leadership project, participation in the class community service project and overall participation throughout the Institute.

INSTRUCTION

Faculty for the Institute is comprised of individuals representing a variety of academic disciplines and professional administrative staff. In addition to conducting programs and class sessions within the Institute, each faculty member will also serve as a mentor to individual students (approximately six students). Meeting with these students on a regular basis, both individually and as a group, faculty members encourage further discussion of the class sessions and show application of newly learned information to the development of their leadership projects and final class presentations.

COURSE MATERIALS

Class sessions are supplemented with a reference notebook of required and informational readings selected by the faculty. Ongoing written summaries and reaction statements of each class session are also completed by the students.

FORMAT

Orientation for the Institute is held Saturday (full day) prior to the start of the weekly sessions for both students and faculty. Activities include icebreakers, discussion of Myers-

Briggs or Personal Profile System leadership assessment inventories, small group work and a presentation from a representative of the campus volunteer center. Further, the group discusses and selects its community service project to be completed one Saturday or Sunday during the course of the Institute.

CLASS SESSIONS

Exploring Legal and Moral Dilemmas (1 session)

Students will explore relationships between ethical and moral decision making and will identify the source of their ethical and moral standards. Factual situations and court cases, e.g., flag burning, influence-peddlery and theft by government officials, cheating on campus, racism in student organizations, etc., will provide the impetus for discussion and application. Kitchener's principles of ethical decision making and Kohlberg's model of moral development are also included.

Effective Communication (1 session)

As a result of this session, students will develop delivery skills and learn how to manage anxiety, organize materials and adapt their presentations for specific audiences. Effective use of visual aids and strategies on managing questions/criticisms during and after presentations will also be addressed.

Managing Conflict Resolution (1 session)

Focus is on assessment of individual conflict management styles and the pros and cons of each style. Strategies for handling typical conflicts that emerge with subordinates, peers and superiors will be identified. Typical perceptions and behaviors that create defensive reactions and how to use non-defensive communication strategies to take others off the defensive will also be reviewed.

Strategic Planning to Effect Change (1 session)

Change is inevitable within the organizational climate. Understanding the contribution that a leader makes to an organization and the culture and design of an organization is critical. Through case studies, this session investigates planning strategies, how to implement change, reasons why people resist change and how to deal with resistance to change.

Valuing Human Diversity (1 session)

As leaders in society, understanding those who are "different" is increasingly important, particularly as we view our workforce demographics. Through a series of self-awareness exercises, this session defines and identifies prejudice toward groups in our society and the misinformation we have learned. Specific strategies to interrupt prejudice and promote acceptance and diversity will be identified.

Leadership Forum (1 session)

Summary session of discussion and exercises demonstrating application of the skills and ideas learned throughout the Institute sessions.

Individual Project Presentations (3-4 sessions)
Students present final leadership project presentations (8-10 minutes) to the class. Putting themselves in a leadership capacity, students are asked to identify and investigate a social issue, program or process and make recommendations for change. Projects include community service and volunteer work within the local community. Shadowing and interviewing those in leadership positions is highly recommended.

Institute Reception (1 session)
Students and faculty within the Institute share what they have learned as a result of the Institute and are presented with certificates of completion. A video tape presentation of the students throughout the Institute is also shown for a final overall view of their involvement in the class.

University of Michigan
Student Organization Development Center
2202 Michigan Union
530 S. State Street
Ann Arbor, MI 49104-1349

Shay Willis
Organizational Consultant
(313) 763-5900

Emerging Leaders Program

PURPOSE/GOALS

The Emerging Leaders program aims to serve first-term students in developing their leadership skills through both cognitive and experiential learning while easing their adjustment to the University by providing a comfortable atmosphere for friendship and personal growth. The 1991 program goals are: to instill in participants a sense of understanding and an appreciation of differences; to empower students to accomplish personal goals and the strength to withstand failures; and to increase students' sense of belonging by teaching necessary knowledge and skills.

PROGRAM

The Emerging Leaders program is entering its fourth year at the University of Michigan. It is a continuing orientation course for first-term, first-year students. This program is different from others in that it is designed and implemented by upperclass students each year. Throughout the winter term, these upperclass students (the Group Leaders) determine the purpose, goals, session topics and session designs for the program. In the fall term, they implement what they have planned. Involvement in the program, either as a Group Leader or a participant, is voluntary; no credit or financial assistance is available.

STRUCTURE

Two or three Group Leaders will facilitate a group of approximately 15-30 participants. Each group meets once a week for two hours; the program lasts seven weeks.

EXPECTATIONS OF PARTICIPANTS

Participants are expected to attend every seminar and actively participate as well as purchase the Emerging Leader handbook ($5.00). The handbook (a compilation of various handouts and brief inventories) is used in seminar every week; it includes worksheets and information on resources specific to the session.

In addition, three sessions incorporate a 15-minute presentation by a small group of participants or by an individual participant. Participants work closely with the Group Leaders in the planning of the presentation. This experience increases content knowledge of a specific office or student concern, allows the student to learn of SODC resources and practice presentation skills.

1991 PROGRAM SESSIONS

The topics listed below are quite broad in nature but during the program a more narrow focus will be taken. Participants will also have the opportunity to focus on one area or another rather than all of the topics.

1. General Meeting (for all sessions)
    program site selection for participants, explanation of program, teambuilding
2. Teambuilding (individual group sessions by site)
    ice-breakers, trust-building, communication skills
3. Working in a Group
    trust-building, how to get involved, how to gain positions of responsibility
4. Working with Differences
    understanding and appreciating differences, conflict resolution
5. Personal Management (time, money, stress)
6. Personal Goal Setting
7. Closure

Beginning Leadership Development Class

PURPOSE

This class is open to first- and second-year students at the University of Michigan who are interested in learning about leadership, groups and organizations. The primary goals of this course are: to provide increased opportunities for growth in self-awareness; to acquire knowledge of organizational structure and function; and to develop and practice skills related to "leadership."

This introductory leadership class has been offered for several years at the University and taught by two Student Organization Development Center staff members. The course is offered for three hours as pass/fail credit through the Sociology Department. A Sociology graduate student provides a sociological perspective by assisting in the class.

Expected learning outcomes for each participant are as follows: describe own personal leadership and membership style including strengths and weaknesses; recognize symptoms of organizational function and dysfunction; understand the significance of adept communication skills in developing appropriate leader behavior and begin to demonstrate these skills; explain the role of leadership and its impact on group function; understand the value of taking risks and accepting challenges; and apply principles discussed in class to own organizational experiences.

COURSE EXPECTATIONS AND REQUIREMENTS

Facilitator expectations include that each participant will: attend every class session and participate actively; complete assignments interrelating class discussions, readings and personal experiences; submit all assignments; and read the coursepack and other reading assignments.

Requirements include: class attendance; issue essays (each week participants are asked to respond to an issue in class based on their reactions to coursepack readings, class and personal study relevant to the student and the issue of leadership); group projects; and a sociology paper. The paper is assigned to help participants synthesize what they learned in this class from a sociological perspective; it will be graded by the research associate.

Session	Topics
1	Introduction/Teambuilding
2	Teambuilding/Leadership History and Theory
3	Leadership in the University Context and Sociological Impact of Organizations
4	Leadership Styles and Dealing with Differences--Part 1
	Personal Skill Unit:
5	Values
6	Personal Goal Setting
7	Time and Stress Management (student presentation)
8	Communication Skills (listening, feedback, assertiveness)
9	Dealing with Differences--Part 2
	Group/Organizational Skill Unit
10	Stages of Organizational Development/Group Process
11	Motivation, Delegation, Retention (student presentation)
12	Organizational Goal Setting and Conflict Management
13	Decision Making, Problem Solving
14	Evaluations, Closure

Advanced Seminar in Leadership

PURPOSE

The Advanced Seminar in Leadership is for student leaders who have held or currently hold significant leadership positions in (a) student organization(s). The seminar consists of a series of sessions which examine issues and concepts which relate to leadership and organizational development. The 1991 program goals are: to challenge students to examine issues, concepts and situations that relate to organizational development; to help students reflect on and learn from their own experiences; and to assist students in making the transition from campus leadership to professional and community leadership.

PROGRAM

The class is taken for credit/no credit. Students do not receive a letter grade; however, they do receive credit for the experience. The class is offered through the Sociology Department. A sociology teaching assistant works in conjunction with the facilitators in the development of the coursepack and the writing assignments.

EXPECTATIONS OF PARTICIPANTS

Participants are expected to attend at least 12 of the 14 seminar sessions. All absences must be approved by the instructor(s). All assigned coursepack and textbook readings must be completed. Participants must actively participate in class discussions and write weekly reaction papers which serve to discuss the information presented in the prior class. A written and oral report on an interview with a community leader regarding his/her views of leadership must be completed. Participants must meet at least once with the class facilitators. Two five-page papers must be written on a topic or project to be discussed in detail with the sociology teaching assistant.

SEMINAR SCHEDULE

The following topics serve as the focus for individual sessions:

- Introduction to Course/Leadership Self-Assessment
- What is Leadership?
- Relationships between Leaders and Followers
- What is a Team? How Does It Develop?
- Organizational Culture
- Power, Conflict and Change
- Values and Ethics
- Diversity within Organizations--Gender Issues
- Diversity within Organizations--Ethnic Issues
- Civic Leadership
- Reports on Discussions with Community Leaders
- Roundtable Discussion: Views and Perspectives from the "Real World"
- Leadership in the 21st Century
- Closure, Feedback and Evaluation

TEXTBOOK AND READINGS

A majority of the readings are from *High Performance Leadership: Strategies for Maximum Productivity* written by Philip R. Harris and from John Gardner's *On Leadership* book.

Intern Program

PURPOSE/GOALS

The Intern Program affords students, who have had some exposure to organizational development theory and organizational involvement, an opportunity to act as peer consultants for other campus organizations. The 1991 goals for the program are: to provide opportunities for integration of organizational and personal development readings and coursework with practical experience; to provide learning and skill-building opportunities that relate to personal goals while contributing to the productivity and effectiveness of the office's programs and services; and to establish a supportive yet challenging professional learning environment conducive to maturation as an organizational development practitioner, peer educator and junior staff member.

PROGRAM

Students are selected on the basis of a written application and personal interview. They participate in a two-day retreat with the entire office staff. Throughout the term, they meet once a week for two hours to participate in training. The training sessions cover topics such as workshop design, personal and organizational assessment and student development theory. For an hour each week, the interns participate in a full staff meeting during which workshops and current progress on programs are discussed. During an additional hour, the interns meet on their own to cover topics of their choosing. Some of these topics have included utilizing each other as consultants for their own organizational involvement and job search strategies.

EXPECTATIONS

Participants are expected to participate in training including the retreat and weekly meetings. All interns are expected to keep a weekly journal of what they have learned through their experiences. Interns are expected to do a specified number of consultations with other student organizations, plan and implement (in collaboration with staff) an office program and write a final paper relating an organizational theory to their actual experiences. Interns meet weekly with their staff advisor who works with them to set learning and development goals and design an experience which will work towards those goals. This class is taken for a grade. Grades are based upon the individual's willingness to work and learn, his/her accomplishments and attendance and participation in seminars and training.

1992 SEMINAR TOPICS

Topics which are being discussed for the 1992 training sessions are:

- Leadership Life Stories
- Student Development
- How to Consult
- Facilitation
- Workshop Design
- Assessment/Evaluation
- Resources and Referrals
- Ethics
- Wellness
- Counseling/Interviewing
- Conflict Management
- Group Dynamics
- Dealing with Differences
- Public Speaking

The Leadership Institute--"Skills for Success"

The Leadership Institute is a series of leadership development workshops which offers students and student organizations an opportunity to enhance leadership skills and organizational effectiveness. The Institute is offered through the Student Organization Development Center and is instructed by professional Organizational Consultants and staff.

Students may select any number of workshop sessions from three modules:

Personal Leadership Development designed to develop personal leadership skills
Organization Development for improving the effectiveness of the student organization
Perspectives which examine individual and group issues and perspectives on leadership, diversity and behavior

TOPICS

- **Personal Leadership Development**
  Effective Communication Skills
  Motivating Your Members
  Strategies for Effective Time Management
  Understanding Stress
  How to Delegate Tasks to Others
  Making the Transition: From Student to Professional

- **Organizational Development**
  - Officer Roles and Responsibility (concurrent sessions)
    - At the Head of the Table (President)
    - Cooperative and Shared Leadership (Vice Presidents)
    - For Secretaries only
    - Dollars and Cents (Treasurers)
  - Strategic Planning for Student Organizations (concurrent sessions)
    - Developing a Mission Statement
    - Setting Goals and Objectives
  - How to Run an Effective Meeting
  - Conflict Mediation and Feedback
  - How to Get Things Done in Organizations: Time Management and Delegation
  - Program Planning for Everyone
  - Leadership Transition and Organizational Change

- **Perspectives**
  - Understanding the Value of Human Differences
  - Recruiting for Diversity
  - Values and Ethics: Doing What's Right
  - Who's the Boss? Women and Leadership

"Spectrums of Opportunity"

The *Spectrums of Opportunity* program is designed to improve the leadership and solidarity within minority student organizations at Michigan.

The specific goals and program objectives are as follows:

- To build a foundation for leadership of minority student organizations at Michigan through training, education and development

- To prepare minority student leaders to cope with the growing complexity and challenges of leadership that encompasses broad segments of the University community

- Research and develop effective leadership apprenticing strategies for minority student organizations

Specifically, students and student organizations who participate in the *Spectrums of Opportunity* program will experience **training activities** designed to improve the overall performance of the organization; **educational activities** to improve the leadership competence of the organization; and **developmental activities** which provide an interactionist environment and encourages diversity above and beyond the organization.

The leadership training program will allow the transfer of leadership know-how from individuals to organizations. Each new group of leaders will assume office and draw on their resources within their respective groups and from across the minority student community.

This program will involve the cooperative efforts of several student services units and is coordinated by Shay Willis, Organizational Consultant, Student Organization Development Center.

University of Missouri-St. Louis
University Center/Student Activities
8001 Natural Bridge Road
St. Louis, MO 63121

Michael R. Quinn
Student Services Coordinator
(314) 553-5291

Freshman Leadership Council

PURPOSE

The Freshman Leadership Council is an emerging leader program specifically designed to improve the long-term quality of student leadership at UM-St. Louis.

STRUCTURE

- No more than forty incoming freshman students are selected each year to become members of the Freshman Leadership Council.

- Student participants are invited to attend a summer reception where they will be welcomed to the campus and the "Council" by a number of university administrators. Each participant will then have the opportunity to meet an administrator who has agreed to serve as his or her personal mentor throughout the program.

- Prior to the first day of classes in the Fall semester, Council members assemble for an off-campus weekend retreat and orientation, which will include a one-day outdoor team-building experience.

- Ten 2-hour class meetings on various topics related to leadership are held biweekly from September through February.

- Student participants meet with their assigned mentors six times throughout the seven-month program. These meetings are designed to:

  1. Facilitate the formation of a positive ongoing relationship between the student and the administrator.

  2. Afford the student opportunities to learn about leadership from the perspective of an established leader by discussing concepts which are presented to the student in biweekly "class meetings."

- Various social activities are offered for participants throughout the semester, and a final reception is held following the last biweekly meeting in February.

- Student participants and mentors will be invited to attend an annual leadership recognition and awards ceremony upon completion of the program.

EXPECTATIONS: The success of the Council relies heavily on the active involvement of each student member. Therefore, attendance and participation are expected at each biweekly class meeting. Participation in experiential "field activities," such as regularly communicating with a mentor and becoming involved in one student organization, is also expected.

TEACHING METHODOLOGY: Learning is enhanced through the use of experiential activities related to various modules, through practical application of concepts to situations in a student organization, and by discussing perspectives and opinions with a mentor.

MODULE TITLES AND OBJECTIVES

The following modules are presented during an initial off-campus retreat:

Module Topics

1 **Values Clarification**
To clarify each participant's personal value system. To explore values held in common within the group and to compare differences among members of the group. To examine values in terms of their influence on personal beliefs and behaviors. To explore the relationship between values and effective leadership.

2 **Team Building**
To build awareness of the need for and value of teamwork in completing a task. To demonstrate the effect of competition on team efforts. To demonstrate ownership of and commitment to commonly perceived problems facing a group. To illustrate the use of roles and the process of role negotiation in team efforts. To stress the importance of trust between team members.

3 **Group Dynamics**
To explore the basic concepts of group process. To examine the positive and negative characteristics of groups. To analyze the impact of an effective leader on a group. To understand the nature and value of group cohesion and group synergy.

4 **Ethical Dilemmas**
To explore scenarios designed to stimulate discussion of ethical questions facing leaders. To gain an opportunity to directly examine, compare and contrast other participants' approaches to ethical decision making and problem solving. To formulate a set of basic guidelines for ethical leadership.

5 **Multicultural Awareness**
To enhance one's awareness of recent and projected cultural trends. To become aware of our society's various oppressions. To become more aware of one's attitudes and behaviors toward people of other cultures. To examine the potential

difficulties of communicating cross-culturally. To explore all of these issues in terms of the implications for leaders on and off campus.

The following modules are presented during ten biweekly class meetings throughout the program:

6 **UM-St. Louis Orientation**

To familiarize the student with the structure, organization and traditions of the university and its student organizations. To introduce the numerous on-campus resources and services available to students.

7 **Communication Skills**

To stress the importance of developing excellent communication skills in three areas while in college: written skills, public speaking skills and interpersonal skills. To impart an understanding of the factors which influence the quality of interpersonal communication (e.g., nonverbals, listening, perception, conflict, trust, feedback, etc.). To impart a basic understanding of one's own interpersonal strengths and weaknesses. To suggest ways to improve relationships through improved interpersonal communication. To determine how and to what extent communication may affect one's leadership ability.

8 **Personal Projection**

To create an awareness of each participant's image. To present a basic understanding of the fundamentals of a professional image, projected through acceptable attire and appropriate conduct in business and social settings. To stress the importance of a leader's ability to project an image of success.

9 **Leadership Theory and History**

To impart a basic understanding of the major theories that contribute to our current knowledge of leadership.

10 **Leadership Styles**

To impart a basic knowledge of various generally accepted styles of leadership. To determine each participant's current leadership style. To examine and become aware of the impact of leadership style on the cooperation, motivation and performance of followers.

11 **Delegating Responsibility and Motivating Others**

To increase participant's awareness of the importance of delegation. To discuss situations where delegation may not be appropriate. To analyze the relationship between effective delegation and the leader's ability to successfully motivate others. To identify barriers to delegation and reasons for decreased motivation in others.

12 **Decision Making**

To review techniques used by leaders to make decisions, both individually and within groups. To teach effective consensus seeking behavior in groups. To compare the consequences of decisions made by individuals with those made by groups. To demonstrate the value of synergy in decision making.

13 **Problem Solving**

To generate an interest in and understanding of different approaches to solve a problem or complete a task through participation in a group problem-solving activity. To observe leadership behavior, communication patterns and interpersonal influence in problem solving. To sensitize participants to behaviors which may contribute to or obstruct the solving of a group problem.

14 **Goal Setting and Action Planning: The Process of Change**

To teach participants the goal-setting process from problem identification and prioritization to generation of alternative solutions, through selection, implementation and evaluation. To examine the differences between goals and objectives. To illustrate the necessity of goal-setting in the planning process.

15 **Freedom and the Democratic Institution**

To address how various styles of leadership work in a democratic society. To examine the meaning of and responsibilities associated with a democratic society. To address the meaning of freedom and how individual freedoms may be limited by the common good. To explore the relationship between democracy and freedom. To determine how leaders can contribute to the attainment of these ideals.

16 **Networking**

To impart an understanding of networks and their potential value to the successful leader.

University of Richmond
The Jepson School of Leadership Studies
Richmond, VA 23173

Howard Prince
Dean
(804) 289-8903

The Jepson School of Leadership Studies

INTRODUCTION

The efforts in leadership education have clearly established that the study and development of leadership have become plausible, widely accepted and significant activities in collegiate education. At the same time, it is equally apparent that currently there is no undergraduate program that offers a full concentration in leadership studies. Most programs now in existence involve one or two offerings or activities and have been "spun off" of the regular duties of interested faculty and staff members. These programs are often at the margin of institutional life. Again, as with the base of knowledge about leadership, the opportunity is at hand to bring leadership education to the next stage of development--to the point of an educational breakthrough. This will require a full curriculum in leadership studies, a co-curricular program, the appropriate personnel and organizational structure and an unprecedented commitment of resources.

THE OPPORTUNITY AT THE UNIVERSITY OF RICHMOND

The University of Richmond will establish the Jepson School of Leadership Studies to offer a comprehensive undergraduate degree program in leadership and carry out a series of related educational activities.

Because nothing of this kind currently exists in American higher education, the idea is a bold one. President Franklin D. Roosevelt stated in an address at Oglethorpe University in 1932, that ". . . the country needs and, unless I mistake its temper, the country demands bold, persistent experimentation." The Jepson School will be just such a vehicle for persistent experimentation.

MISSION AND OBJECTIVES

The University of Richmond's goal in the establishment of the Jepson School of Leadership Studies is to create a program of the highest educational quality and reputation to assist students in realizing their potential and responsibility for leadership. The School will seek to combine education *about* and *for* leadership into an exacting and exciting whole. Knowledge and theories from all relevant fields will be combined with experiences and programs to foster leadership capacities. This continual effort to relate theory and practice, reflection and action, information and personal development will characterize the educational philosophy of the Jepson School.

Like any other complex form of education, leadership education has to be understood as a special form of the development of human knowledge, talents and capacities. There are no simple formulae to bring leadership to fruition, but a carefully planned and balanced educational program can be expected to foster positive results in a person's development--development that might otherwise not have been achieved.

The University's specific goals for the Jepson School of Leadership Studies are to:

- develop a school of widely recognized academic excellence
- create an influential national model and resource in undergraduate education and leadership education by exemplifying the best possibilities for the linkage of knowledge and human development
- strengthen the entire University by establishing an active point of integration among the institution's various schools and colleges, enriching the existing academic and student life programs and enlarging the University's visibility and reputation
- challenge students by broadening their perspective on themselves and deepening their understanding of controversial contemporary issues and value conflicts
- motivate students to seek positions of leadership as a vehicle for service
- serve society by promoting productive interaction among people in business, government, social institutions, the professions and the academy around the theme of leadership.

THE EDUCATIONAL PROGRAM

The specific form and content of the Jepson School's educational program will be developed over time by the most knowledgeable and qualified teachers, scholars and practitioners available. The most influential historical and contemporary studies of leadership will be carefully assessed and considered as will the most promising leadership studies programs in higher education.

Contemporary studies of leadership have strongly emphasized that our nation needs ethical and imaginative leaders at every level of government, business and society, whose education enables them to cope humanely and intelligently with the complex problems of our changing world. The School's academic and co-curricular mission will be accomplished by bringing together students, faculty and distinguished visitors who believe that technical skills, managerial expertise and cultural literacy, however necessary, are not sufficient virtues for leaders whose lives are dedicated to public service. The School's unique course of study will integrate the various disciplines in order to produce new generations of leaders--men and women of integrity, compassion and imagination.

THE CURRICULUM

The School's curriculum will lead to a Bachelor of Arts degree and provide an intensive program for those who major or minor in it, as well as a broad array of courses available to the general student population. Undergraduates may apply in the second semester of the sophomore year for admission to the School on the basis of outstanding academic and leadership achievement and potential as demonstrated during the first two collegiate years. Various forms of involvement, such as self-assessment activities and introductory courses, will be available to students during their freshman and sophomore years.

The degree program will consist of a rigorous sequence of interdisciplinary academic courses and related co-curricular experiences as suggested below. Because leadership is always exercised in a given context and not in the abstract--one is a leader in business, government, education, medicine, religion or some other field of activity--it is important to relate the tasks of leadership to a particular area in which the student has an interest. Thus, students enrolled in the Jepson School will be required to have a minor in one of the Arts and Sciences departments or The E. Claiborne Robins School of Business and be strongly encouraged, and perhaps required, to carry a double major.

The major course sequence will examine the nature and characteristics of leadership from a variety of perspectives. A two-term introductory course or seminar on the Nature and Tasks of Leadership might be a general requirement. Other possible offerings might include Leadership in Cross-Cultural Perspective, Leadership in Literature, Women and Leadership, Biographical Studies in Leadership, Leadership and Communication, Ethics, Values and Leadership, The Development of a Personal Leadership Style, Conflict Resolution: Mediation and Negotiation, Policy Studies: Leadership and Decision-Making, Leadership in Crises: Historical Case Studies, Entrepreneurial Leadership, Leadership and the Culture of Organizations, Leadership in Small Groups and The Psychological Development of Leaders.

This curricular major will be supplemented by an approved and supervised field experience and community service project, a senior seminar and at least two approved electives.

Students admitted to major in the School will participate actively in and contribute significantly to the co-curricular program. Every Jepson School student will be assigned to a member of the School's faculty who will be his or her tutor, mentor and guide. Intellectual and personal growth and change and leadership development are keyed to this sustained relationship over the two years.

It is anticipated that a great many students may elect to minor or take elective course work in leadership studies. Students who are majoring in other disciplines or areas may apply for admission to minor in the School. The minor degree program would require course work at the junior and senior level. All students enrolled in degree programs at the University will be invited to join in the School's activities. Participation may include enrollment in appropriate courses and colloquia, workshops, directed research and field experience, in addition to co-curricular involvement. Graduate students in the arts and sciences, business and law will be encouraged to participate in the School's programs, including enrollment in courses where space is available.

THE CO-CURRICULAR PROGRAM

Formal academic work even in a program emphasizing active learning is not sufficient to guarantee the School's effectiveness as an agent of change in leadership education. The connection between intellectual and personal development needs to be emphasized through a series of programs that will involve students in various forms of experiential learning. The Jepson School will sponsor a wide range of co-curricular programs relating to leadership, including workshops, seminars, lectures, discussion groups and field experiences.

The Leadership Forum will develop a series of symposia, campus visits, lectures and public debates that will bring to campus widely known and provocative individuals to focus discussion on major topics of national or global concern. This aspect of the curriculum will be funded at a level to permit the University to attract speakers of national and international caliber.

The School will sponsor or co-sponsor a series of non-credit workshops and seminars addressed to students of different ages and interests. Activities for freshmen and sophomores would focus on increasing student awareness of leadership issues and on the assessment of individual leadership skills.

The field experience will be an important element in the leadership program so it must be carefully planned to assure that students will be active participants and not passive observers in various organizations, agencies and corporations. Opportunities in this area during the summer months are legion. Foreign travel and study and rigorous programs like "Outward Bound" offer opportunities to challenge the normal experiences of students, opening them to fresh perspectives on old problems and assumptions.

One of the important possibilities for the long-term program of the School is the development of an active program of research and publication. Scholarly publications on leadership are increasing, but excellent studies are in short supply. A program for visiting scholars could well be part of this effort with the offices and resources of Jepson Hall made available.

The School's excellent facilities, the University's existing outreach programs and the inherent importance of the topic of leadership suggest that there are excellent prospects for the development of leadership education programs for decision-makers in all walks of life. There are endless and exciting possibilities in this area.

FACULTY AND STAFF

In addition to a director and assistant director, the School's initial regular full-time faculty will probably number five or six when the program is fully implemented. The Jepson School will need to attract teacher-scholars with expertise in the following areas: political science, history, organizational behavior, experiential education, ethics, communications, psychology and economics.

The faculty members in the Jepson School should be professors who focus on the integration of theory and practice. The faculty will be encouraged to consider new approaches to teaching and learning. The School's instructional program should become a model other institutions would wish to emulate and a resource to invigorate the ongoing instructional program in the other units of the University.

DISTINGUISHED PROFESSORS

A dynamic and invigorating element for the School's program and the University's faculty will be the recruitment of one or two distinguished visiting professors. These positions will be held by scholars of world distinction, and normally shall be of up to one or two years duration. These distinguished professors will be expected to teach courses to students and to be regular participants in the curricular experience, including, where appropriate, public lectures or presentations. Their influence should permeate all of the School's programs.

FACULTY SEMINARS AND COURSE DEVELOPMENT

The educational program of the Jepson School will be strengthened considerably, and the University will be enriched educationally, if current members of the Richmond faculty are encouraged and enabled to participate directly and actively in the work of the School. To this end, provision will be made each year for three or four faculty members to prepare and offer courses in the School.

THE LEADERSHIP COUNCIL

The Leadership Council will be composed of twelve to fifteen individuals from across the nation and world. Its members will be individuals of great distinction and exemplary achievement in the broad field of leadership. This group of distinguished leaders will help to guide the development of the School and assist in expanding the School's name, reputation and support.

SIZE AND ENROLLMENT

The School will be designed initially to enroll eighty students as majors, forty in each of the junior and senior classes. Although impossible to predict with precision, it is anticipated that the leadership program will be highly popular among students as a minor, with a number almost equal to the majors.

University of South Carolina
at Spartanburg
800 University Way
Spartanburg, SC 29303

Ronald H. Romine
Director
(803) 599-2656

Leadership Development Program

OVERVIEW

The Leadership Development Program at USCS blends the academic approach toward leadership studies with a student affairs emphasis by enrolling a small group of students, all volunteers, in a two-year program. SUNV 201 ("University"), taken in the Fall, concentrates on individual leadership skills. SUNV 202 in the Spring continues this emphasis but adds team-building experiences and preparation for the internship. During the second year, students enroll in SUNV 310, Leadership Internship, which focuses on community and campus problems and involves class members in a "hands-on" leadership experience. Academic credit is given for all three courses, two hours for each first year class and one to three hours for the internship. Upon completion of SUNV 310 students are recognized as graduates of the Leadership Development Program at an awards ceremony.

PHILOSOPHY

The USCS Leadership Development Program is built upon five guiding principles:

1. The nation, the State of South Carolina and the communities surrounding the University need better trained and motivated leaders. This lack of leadership is well documented. The United States is in danger of losing its historic preeminence in the economic world. Domestically, the nation suffers from old problems unsolved and new ones unmet. Since most of the graduates of USCS settle within South Carolina, the leadership challenge is even more daunting given the state's low ranking in so many vital indicators of the quality of life.

2. Leadership can be taught. More precisely, to paraphrase John Gardner, the most important lessons can be taught. Some students will come to the program much better equipped to be leaders than others, but they may not be nearly as successful as those who apply themselves and make greater progress.

3. College educated individuals have a greater obligation to their community, their state and their nation than their less well-educated neighbors. They should lead the fight against poverty, drug and alcohol abuse, crime, racism, sexism and inadequate health care. Above all others, they should acknowledge that life in pursuit of worldly goods alone is an empty life.

4. Effective leadership can be found in a variety of personalities and styles of leadership. Traditional, authoritarian approaches to leadership have proven to be wholly inadequate

to solving many of society's problems. New and innovative leadership approaches must befound.

5. Leadership is not the province of a few, select individuals. Other than a minimum grade point average, to insure non-interference with regular classes, there are no major hurdles to entering the Leadership Development Program. Subject to space and instructor limitations, all students who wish to participate will be accommodated.

OBJECTIVES

- to involve students in the study and practice of leadership
- to examine the ever present question: What defines a good leader?
- to allow students to begin the assessment of their personal leadership styles
- to develop fundamental leadership skills
- to explore the dynamics of small group leadership
- to bring students into contact with community leaders and community problems

COURSE REQUIREMENTS

No formal examinations will be given. SUNV 201 is "Pass/Fail." Students will keep a journal which will be a primary source of evaluation in all three classes. This journal will also be a source of feedback and evaluation for the program coordinators. Class attendance is vital. It is assumed that students will be present for all sessions of the program. A weekend retreat at the beginning of the first semester is mandatory. Students cannot continue in the program if this retreat is missed. At the end of SUNV 202 (second semester), students will turn in an essay under the title, "What is Leadership?" This essay, together with the journal, will constitute the major part of the grade for the semester. Before completing the leadership program, students will be required to make a formal presentation detailing their internship experiences and "lessons learned."

SUNV 201--COURSE SCHEDULE

Session	Topic	Presenter
1	Course introduction	Romine
2	The nature of leadership Video: "The Democrat and the Dictator"	Romine
3	Weekend retreat--Clemson University Outdoor Laboratory: Ropes course, Team-building exercises	Romine Outdoor Lab Staff

4	Myers-Briggs evaluation	Walch
5	Leadership styles; exercise	Puckett
6	The need for leadership Video: Tom Peters	Romine
7	Oral communication	Coxx
8	Effective communication (Exercise in singing)	Janiec
9	Effective listening	Puckett
10	Self-esteem	Lindsay
11	Written communication	Predmore
12	Health and wellness	Jarrette
13	Goal setting	Davis
14	Effective meetings; Parliamentary procedure	Romine
15	End of semester luncheon	Puckett

SUNV 202--COURSE SCHEDULE

Session	Topic	Presenter
1	Course introduction	Romine
2	Sexism and racism	Wiles
3	Language and multiculturalism	Valentine
4	Conflict resolution	Puckett
5	Small group decision making; Exercise	Romine
6	Creative thinking	Lindsay

7	Community leadership (Guest speaker)	Elaine Freeman, S.C. Educ. TV Foundation
8	Community leadership (Guest speaker)	Bill Barnet, President, Barnet Southern
9	Leadership ethics	Romine
10	Leadership exercise	Puckett
11	Internship presentations	Romine
12	Community leadership	Jayne McQueen, Mobile Meals of Spartanburg
13	Preparation for the internship	Romine
14	End of year luncheon	Puckett

SUNV 310--LEADERSHIP INTERNSHIP

Credit for the internship is earned by active participation in a leadership project. These projects may be on campus or off, although community involvement is encouraged. In either case, the student must get approval for an internship which will require a demonstration of the leadership skills developed during the first year of the program. Simply serving as a volunteer in a non-profit organization is not acceptable. Certainly volunteerism is encouraged but it does not necessarily equate to leadership. Similarly, being a member of an organization on campus will not satisfy this requirement. Students must hold a substantial office, one that requires a fair amount of organizational skills and the mobilization of financial and human resources. A major portion of the grade for this course comes from the formal presentation that students must give before an audience of their peers, staff and faculty.

Students meet weekly for one hour on Tuesdays during the lunch period. This allows them to schedule classes for the period immediately following lunch which they cannot do during the first year of the leadership program. During these weekly meetings, class members compare notes on their projects and occasionally listen to a guest speaker from the community. The objective is to make students more aware of the need for leadership within their local communities. Although this class is normally taken during the Fall semester, students may extend their internship into the Spring. Flexibility is the key to making this course successful in that so many USCS students are not traditional college men and women. They have jobs and families.

University of Wisconsin
School of Education
Brewer Hall 153
Eau Claire, WI 54701

Douglas Hallatt
Director, Leadership Institute
(715) 836-4364

Leadership Program

ORGANIZATION AND ENVIRONMENT

The University of Wisconsin-Eau Claire currently offers two collegiate courses as a part of their leadership program. The program design includes a unique cooperative educational environment. The seminar style that is used allows students to become directly involved in the learning process, and the professor's role is that of a facilitator. During class discussions, there is a strong emphasis on sharing, interpreting and evaluating values. Throughout both courses, students are encouraged to set personal goals and determine the methods to achieve these goals.

Each course consists of sixteen three-hour sessions. In these sessions, students are exposed to a variety of material in the form of: self-assessments, readings, small and large group discussions, debates, guest speakers and videos. Emphasis is placed on creating an open atmosphere in which students feel comfortable sharing their feelings, ideas, beliefs and values. To achieve this atmosphere, many introductory "icebreakers" are utilized, and students take turns preparing dinner for the entire group.. Both the icebreakers and the dinners have been extremely successful in creating a trusting environment. Students are also given the opportunity to speak in front of the group. The presentation of word-of-the-week, leadership articles, Gardner's Leadership Papers (a series of papers prepared for the Leadership Studies Program) and individual or group presentations ensures that each student develops his/her communication skills over the semester. Following each project, students are evaluated orally by their peers and the facilitator. The audience is asked to share strengths and constructive criticism. The purpose is to increase self-confidence and increase the comfort level of receiving both praise and criticism. Class participation is crucial to the success of the seminar; therefore, the course is structured to encourage discussion.

The entire leadership program seeks to include minorities, international students and physically handicapped individuals, as well as an equal ratio of males to females. During the 1988 to 1989 semesters, students from Japan, South Africa, Holland and Mexico enriched the course through their participation. We plan to work with the Director of Minority Recruitment and Retention, Jim Vance, and the Educational Opportunities Office to recruit minorities for the program. It is our goal to integrate minorities into the collegiate courses and continue the representation of international students.

University of Wisconsin **Douglas Hallatt**

Introduction to Developmental Leadership - SCED 295

PURPOSE

The Introduction to Developmental Leadership course is a proactive approach to developing future leaders at UW-Eau Claire. The primary focus is to aid participants in gaining a better understanding and awareness of themselves through the enhancement of their self-worth and self-esteem. The introductory course will teach students the characteristics attributed to successful leaders and demonstrate the importance of leadership in their everyday lives.

COURSE OBJECTIVES AND OUTCOMES

1. Explore self-worth and enhance self-esteem
    - Become aware of one's self and how one's values influence ethics, decision making and self-confidence
    - Develop skills necessary for setting and reaching goals, both personal and professional
    - Develop a time management plan
    - Develop effective decision-making skills
    - Learn how to cope with a changing environment

2. Develop leadership potential
    - Define leadership
    - Develop a personal style of leadership
    - Learn how to make a difference in the community
    - Learn how to work well with others to reach a common goal
    - Develop an understanding of the skills and competencies identified as essential to effective leadership
    - Gain knowledge of their role and impact as a leader in society
    - Develop communication skills necessary to becoming an effective leader

3. Understand the importance of diversity in society
    - Define cultural diversity
    - Broaden understanding of cultural differences
    - Understand and accept other cultures and value systems
    - Describe ways to enhance cultural diversity

REQUIRED TEXTS

Anthony, Robert (1979). *The Ultimate Secrets of Total Self-Confidence*, Berkley Books, New York.

Briggs, Katharine and Isabel Myers (1976). *Myers-Briggs Type Indicator*, Consulting Psychologists Press, Inc., California.

Frankl, Viktor E. (1959). *Man's Search For Meaning*, Washington Square Press, Inc., New York.

COURSE EVALUATION

1.	Book review on assigned leader	15%
2.	Midterm exam	5%
3.	Class presentation on assigned topic	20%
4.	Comprehensive final exam	25%
5.	Journal	10%
6.	Class participation	25%

Since the seminar method relies on aggressive and informed participation by everyone, roughly 25% of the grade for the course is based on the quality of that participation. Grading participation is subjective, but these criteria will guide the instructor:

- Does the student have something intelligent to say?
- Does his/her participation grow out of his/her reading and experience or does it appear to be off-the-cuff?
- Does the student's position make logical sense to his/her peers?

ATTENDANCE POLICY

This course relies on the active involvement of each student; therefore, attendance is expected at each class session. Student participation is key to the success of the course.

COURSE OUTLINE

Sessions	Topics/Assignments
1	**Introduction to Course** Theory of Education First Impressions/Stereotypes/Attitudes First Impressions exercise--notecard impressions *Winning in Action* videotape--Dennis Waitley Assign first half of Frankl (pp. 1-115) for Session 4
2	**Goal Setting:** Goal setting is a key tool for success. Students are taught the importance of setting both short-term and long-term goals in their personal and professional lives. Incentives given in class provide students with the motivation for recording their goals and continuing to evaluate them. **Professional Presentations/Mac Lab Orientation:** Students are required to research, develop and deliver a presentation to the class on a chosen subject pertaining to leadership issues. Students utilize the Leadership Library's resources to develop overheads and handouts using the Macintosh computers. These presentations allow students an opportunity to speak in front of their peers.

Direct Action worksheet
Myers-Briggs evaluation
Wish List exercise

3 **Myers-Briggs Type Indicator**
Guest Speaker: Robin Swain

4 **Positive vs. Negative Thinking:** The power of positive thinking is examined to increase awareness of the detrimental effects of negative talk. Students are encouraged to make note of each time negative talk becomes part of their conversations. Videos, readings and out-of-class observations are used to facilitate discussion.
Student presentation
Discuss first half of Frankl
Assign second half of Frankl for Session 6

5 **Time Management:** The organization of time involves prioritizing needs. In order to do this, individuals must recognize what is most important to them. Individuals learn to control time and avoid letting it control them. Students are taught the methods of increasing their productivity and efficiency.
Time Management exercise
Student presentation

6 **Values/Self-Awareness:** In order to be an effective leader, students must have a strong understanding of their value system. Morals and values play a strong role in the ethical decision making of a leader. Value clarification is accomplished by making priority lists and analyzing personal inventories.
Student presentation
Discuss second half of Frankl
Assign first half of *Total Self-Confidence* (pp. 1-115) for Session 8.

7 **Failure/Risk Taking:** Students are made aware of the importance of taking a risk and the concept that failure is not all bad if knowledge has been gained. Personal sharing helps to facilitate group discussion on failure along with activities involving risk taking.
Student presentation

8 **Leadership Traits and Characteristics:** Traits and characteristics of famous past leaders are discussed in order to help students decide what type of leader they are.
Student presentation
Midterm exam
Discuss first half of *Total Self-Confidence*
Assign second half for Session 9

9 **Leadership Theories**
Student presentation
Assign final exam--Personal best paper
Discuss second half of *Total Self-Confidence*

10 **Creativity:** Creative thinking is another key characteristic of a leader. This course stresses the importance of creativity in each of its sessions. Readings, activities and simulations are utilized to help students reach their full creative potential.
Student presentation

11 **Realizing Potential:** Success is analyzed through the characteristics of peak performers. Discussions and exercises stress the importance of coordinating motivation, goal setting and creative thinking to strive for success.
Student presentation
No Limit Person videotape

12 **Cultural Diversity:** Awareness and understanding of different cultures is increased due to the representation of different ethnic backgrounds in the class. Students are encouraged to learn more about other cultures; especially as the ratio of nontraditional to traditional workers changes. The casual environment allows for a great deal of discussion and personal sharing. **Guest speaker: Deb Harris**
Student presentation

13 **Communication:** This discussion stresses the importance of being able to effectively communicate in a group setting. Exercises in listening help to emphasize the need for leaders to be able to rightly perceive the needs and wants of individuals.
Student presentation

14 **Relationships:** Students analyze different relationships they face in the workplace, such as those with coworkers, superiors and subordinates. Open-mindedness is stressed as students also participate in a discussion on nontraditional relationships.
Student presentation
Final exam due

15 **Consensus Seeking:** A survival exercise helps students work together to seek a solution that is accepted by all parties; Lost at Sea exercise.
Student presentation
Final wrap-up of course

University of Wisconsin **Douglas Hallatt**

Advanced Developmental Leadership - SCED 495

PURPOSE

The Advanced Developmental Leadership course is a proactive approach to applying theoretical leadership skills and characteristics to everyday life. The primary focus is to assist students in planning their futures as they encounter situations requiring effective leadership.

OBJECTIVES

- to help participants grow as persons, add to their self-knowledge and become more effective in their personal relationships
- to increase understanding of group dynamics so as to be sensitive to the effects of roles, power and varying leadership styles
- to acknowledge importance of leaders in all aspects of society
- to apply leadership knowledge and skills in a practical setting
- to improve communication skills essential to becoming an effective leader
- to enhance ability to analyze and critique various leadership approaches
- to become more clear about career goals and how they are related to the settings in which you would like to exert leadership
- to learn how to organize one's position on a professional issue and present it effectively

COURSE OUTCOME

- stronger sense of self-worth and self-esteem
- experience with problem-solving in groups
- great potential for current and future leadership roles
- clear understanding of ethical assumptions and values
- provide students with various sources of feedback pertaining to personal style of leadership in a practical setting
- constant evaluation of personal leadership skills through use of journal
- effective stress management skills
- skills necessary for developing and presenting a quality resumé
- self-confidence and communication skills necessary for a successful interview
- knowledge and experience in negotiation

REQUIRED TEXTS

Hill, Napoleon (1948). *Think and Grow Rich*, Combined Registry Company, New York.
Kushner, Harold (1984). *When All You've Ever Wanted Isn't Enough*, Pocket Books, New York.
Kushner, Harold (1986). *When Bad Things Happen to Good People*, Pocket Books, New York.

COURSE EVALUATION

1.	Interview of community leader	15%
2.	Leadership Intern	10%
3.	Midterm exam	5%
4.	Comprehensive final exam	25%
5.	Team presentation on assigned topic	20%
6.	Class participation	25%

Since the seminar method relies on aggressive and informed participation by everyone, roughly 25% of the grade for the course is based on the quality of that participation. Grading participation is subjective, but these criteria will guide the instructor:

- Does the student have something intelligent to say?
- Does his/her participation grow out of his/her reading and experience or does it appear to be off-the-cuff?
- Does the student's position make logical sense to his/her peers?

ATTENDANCE/PARTICIPATION

This course relies on the active involvement of each student; therefore, attendance is expected at each class session. Active participation is also expected, so students should read all assignments and come to each class session prepared to discuss the day's topic.

COURSE OUTLINE

Sessions Topics/Assignments

1 **Introduction to the Course**
First Impressions/Stereotypes/Attitudes
First Impressions exercise--notecard impressions
Review of goal setting
Direct Action worksheet
Assign first half of *Think and Grow Rich* for Session 3

2 **The Leadership Experience:** This session deals with leaders of the past, present and future. Students express qualities most admired and respected in leaders and formulate opinions of what makes these individuals successful.
Explanation and assignment of community leader interview project
The Truth About Teachers videotape

3 **Motivation:** Self-motivation is a key characteristic of a leader. These skills can be achieved by using the shared-destiny approach and by examining different leaders in action.
Student presentation
Discuss first half of *Think and Grow Rich*
Assign second half for Session 5

4 **Resumés/Cover Letters:** Students are introduced to the importance of the proper format for their resumés. Readings and guest speakers are the foundation for the discussion of preparing the proper resumé. Students are encouraged to utilize the Macintosh computers for constructing their resumés.
Student presentation

5 **Ethics/Value System Inventory:** In order to be effective leaders, students must have a strong understanding of their value systems. Morals and values play a strong role in the ethical decision making of a leader. Value clarification is accomplished by making priority lists and analyzing personal inventories.
Student presentation
Discuss second half of *Think and Grow Rich*
Assign first half of *When All You've Ever Wanted* for Session 7

6 **Team Building:** The concept of effective team building is studied through the use of exercises, videos and discussions. Issues include group interaction, the role of leaders and followers and group motivation.
Student presentation
Wilderness Survival exercise

7 **Interviewing:** Students learn different techniques for effective interviewing and hiring. Videos, guest speakers and role-playing exercises act as guides for the students.
Student presentation
Successful Interviewing and Hiring videotape
Discuss first half of *When All You've Ever Wanted*
Assign second half for Session 9

8 **Diversity:** Students share misconceptions or fears of dealing with people from other cultures, people with handicaps or people of the opposite sex. A panel is formed to field questions from the class.
Student presentation

9 **The Future of the Family:** Students discuss the different decisions they will have to face should they decide to get married and/or have children. Articles and a guest speaker provide background information.
Student presentation
Discuss second half of *When All You've Ever Wanted*
Assign first half of *When Bad Things* for Session 10

10 **Stress Management:** Issues such as health, relaxation and time management help to increase the awareness of students about how to effectively curb unnecessary stress.
Student presentation

Discuss first half of *When Bad Things*
Assign second half for Session 12

11 **Women In the Work Force:** This issue is becoming more and more prevalent in today's society, as most households can no longer rely on just one income to survive. Discussions and readings focus on the barriers women face juggling career and family, mixed emotions, opportunities available and male reactions to the changing female stereotype.

Student presentation

12 **Power--Leadership vs. Membership:** Students learn effective uses of power in conjunction with effective leadership skills in relation to *The Charismatic Leader.*

Student presentation
Discuss second half of *When Bad Things*

13 **Negotiation and How to Run a Business Meeting:** Students explore the art of negotiation and its importance in today's business world. Discussions focus on the steps necessary in successful negotiating. Students will also learn and discuss the essential steps and the key processes required to run an effective business meeting.

14 **Final exam due and Interview with University and Community Business Leaders Panel Discussion:** Students discuss their concerns with business and community leaders about the future and the importance of leadership in today's workplace.

University of Wisconsin-Stevens Point
2100 Main Street, Room 103
Stevens Point, WI 54481

Julie M. Hellweg
Outreach Program Manager
(715) 346-3730

Four-Year Leadership Program

Following are the general components of a formalized leadership program being taught at UWSP. The courses are taught by members of the Campus Activities staff with generous assistance coming from business leaders, University officials, civic leaders and others throughout the community. Levels two, three and four are all three-credit curricular experiences sanctioned by the School of Communications.

Year 1

EMERGING LEADERS (The Who of Leadership)

- Self-Awareness
- MBTI and Other Assessment Instruments
- Followership
- Beginning Values Clarification
- Beginning Group Dynamics
- Beginning Leadership Styles
- Assertive Language Communications
- Basics of Community Development
- Understanding the Difference Between Management and Leadership
- How Campus Works (Structures and Cultures)
- Understanding the Four-Year Program
- Graduation and Invitation to Become Part of Level 2

Year 2 (Level 2)

LEADERSHIP: MANAGEMENT SKILLS FOR ORGANIZATIONAL DEVELOPMENT (The How and What of Leadership)

* Special Note: All participants must be actively involved with some University activity or organization from this point on.

- Team Building
- Organizational Communication
- Group Development
- Planning/Budgeting
- Assessing Needs and Programming for Outcomes
- Analyzing Information
- Public Speaking
- Listening Skills
- Motivation/Delegation

- Leadership and Power
- Ethics and Values
- Decision Making/Prioritizing
- Leadership versus Management
- Panel of Leaders, Business, Military, Politics, Education
- Healthy Organization
- Assessment/Critique of What They've Learned This Year

Year 3 (Level 3)

LEADERSHIP: THE PERSONAL DIMENSION (The Why and When of Leadership)

* Service Component to Community (All members must do volunteer work during the semester.)

* Special Project in Junior Year: "The Need for Leadership In My Chosen Field."

- Purpose/Goal-Setting
- Leadership Theory
- Leadership Styles
- Advanced Values Clarification
- Ethical Development/Moral Leadership
- Development of Vision
- Power/Empowerment
- Effective Negotiations
- Timing/Win-Win Situations
- Women's Issues in Leadership
- Minorities' Issues in Leadership
- Leadership Around the World
- Situational Leadership/Advising
- Panel of University Officials
- Panel of Community/Civic Leaders
- Leading to Serve
- Assessment/Critique Learning This Year

Year 4 (Level 4)

LEADERSHIP: SENIOR SEMINAR (The Now of Leadership)

* Coursework Component--Creative Problem Solving (+Identification and Solution of a Campus Problem).

* Service to Campus (Serve as Facilitator to Small Group in Level 1 and/or Level 2).

- Learn Evaluative Techniques
- Becoming a Change Agent
- Analyzing Experiences and Critiquing Abilities
- Identifying Needs for Future Professional/Personal Development
- Celebration

LEADERSHIP AT THE UNIVERSITY OF WISCONSIN - STEVENS POINT

Campus Activities Office
UWSP Student Life

Leadership Development Series

1. Emerging Leader
2. Leadership: Management Skills for Organization Development
3. Leadership: The Personal Dimension
4. Leadership: Senior Seminar

Leadership Workshop Series

- Success Seminar
- Specialty Workshops, i.e., Women in Leadership
- Midyear Workshops
- Pass the Gavel Transition Workshop
- Individualized/Specialized Workshops to meet group needs or individual needs

Leadership Recognition

1. Who's Who among Students in American Colleges and Universities
2. University Leadership Award
3. Chancellor's Leadership Award
4. Albertson Leadership Award

Leadership Resources

- Video Library
- Pfeiffer & Jones Annuals
- Resource Books
- Ice Breakers
- John Gardner Leadership Papers
- Leadership Handouts
- Professional Consultations
- Guidepoint Time Management System
- Leaderfeeder Newsletter for Student Organization Leaders and Advisors

Experiential Leadership Opportunities

- 150 Student Organizations
- Student Employment
- Athletics
- Resident Assistants
- The Arts
- Volunteer Service Learning

University of Wisconsin-Whitewater
264 University Center
Whitewater, WI 53190

Nisha Gupta
(404) 472-3191

Four Year-Leadership Program

INTRODUCTION

At UW Whitewater the development of a four-year leadership model has served as the foundation from which various leadership education programs have emerged. The program has been in place for two years, and the institution is still developing new programs to complete a four- or five-year leadership experience. Below are brief descriptions of programs in place and programs under development.

CURRENT PROGRAMS

Emerging Leaders

This program is open to first and second year students who have interest in developing and exploring leadership issues and understanding their own leadership style. Although open to all students, there is a selection process with the intent of accommodating new student leaders who may not have many involvements on campus and wish to do so. The program, open to 50 students, consists of a 1 1/2-day retreat and 10 weekly sessions offered throughout the entire year. The outline of topics includes a progressive understanding of one's leadership style, the importance of ethics and creativity in leadership as well as other leadership issues (e.g., motivation, recruitment, assertiveness, meeting planning). The program ends with presentations by individuals and small groups on leadership topics of their choice. A special recognition reception for the students is held during the Spring Campus Awards Ceremony.

Annual Spring Leadership Conference

Each year a student committee plans and implements a day-long conference focusing on leadership topics in the form of educational sessions, keynote speakers and group activities. The conference runs from 9:00 am to 4:00 pm and is open to all students on campus.

The Leading Edge

This is a quarterly newsletter highlighting current leadership articles selected by the Campus Activities and Programs office. It is circulated to all current student leaders (e.g., resident assistants, student senators, organizational presidents) as well as organizational advisors, members of the Chancellor's cabinet and other administrators.

Leadership Intern Program

The Campus Activities and Programs office offers two internship opportunities for student leaders. These interns are selected on a competitive basis and act as advanced student paraprofessionals in the administration of the Leadership Education programs.

NEW PROGRAMS

Leadership Roundtables

This program is offered to student leaders who are interested in meeting other leaders and sharing ideas about leadership and issues on campus. The program is offered as a "fireside" discussion setting with a published schedule of topics and facilitators. Student leaders are invited to submit topics for discussion at the beginning of each semester.

Advancing Leaders

The students who have participated in Emerging Leaders are invited to continue with the structured program of Advancing Leaders which involves topical group discussions and activities on additional leadership topics such as organizational dynamics, leadership culture, appreciation of differences, training others and teaching leadership. Students in this program act as group leaders for the development and facilitation of the bi-weekly sessions.

Leaders' Weekend

In the fall of each year, student leaders are invited to attend a three-day, two-night retreat where over 30 topics of leadership are addressed in the form of educational sessions and resource sharing. Student leaders serve as the constituency of the planning committee. The purpose is to share as much information and materials with student leaders in how to better act as leaders of their organizations, halls and groups.

Passing the Gavel

In the spring of each year, a half-day transition workshop is held for incoming student leaders of various student organizations. The purpose is to handle administrative transitions as well as issues of personal leadership style and dynamics in the organization.

Leadership Days

In half-day sessions, non-competitive games and experiential learning are combined to encourage students to become involved on campus and in the various leadership opportunities available on campus.

Student Organizational Council

The Student Organizational Council is a governing body for student organization recognition and development. Student representatives from major student organizations, social Greek organizations, Residence Hall Federation and the Whitewater Student Association make up the committee. Activities of this group include student organization registration and recognition, student organization seminars and Spring All Campus Awards Ceremony.

FINAL COMMENTS

The programs listed above are designed to offer students a developmental experience in leadership education. Through the many programs, students can expand their leadership skills and progressively develop further concepts of good leadership.

SECTION C

PROGRAMS AND RESOURCES FOR PROFESSIONALS

In any kind of setting, whether it be business, industry, education, government or the military, the call for leaders and leadership is becoming increasingly important. For some, the belief still holds that leadership is something very mystical and reserved for the few. For many others, however, there are leadership practices and behaviors which are teachable for those individuals who desire to learn. In this section are examples of programs designed to enhance the knowledge and practice of leadership.

The following programs are a few selections from those offered within a university setting or those offered by independent research and training organizations, consulting firms or membership organizations. The variety includes adventure-based training for leadership in high performing teams, in-depth training for leaders governing private, nonprofit organizations, management education programs for women and minorities, programs for executives on the fast track, and leadership programs for church and ecumenical agency executives. In this section, you will find rich and various resources around curriculum designs, program lengths, teaching methods and client groups.

TABLE OF CONTENTS

Butler University, Indianapolis, IN - James M. Smith 237
Two-year experiential program for preparing school principals.

Case Western Reserve University, Cleveland, OH - Dennis Young 239
Academic center sponsored by three professional private nonprofit organizations for leaders in private, nonprofit organizations.

Center for Creative Leadership, Greensboro, NC 242
Three programs for enhancing the knowledge and practice of leadership in a variety of organizations.

Executive Expeditions, Marietta, GA - Cynthia A. McEwen 251
Consulting firm assisting organizations in keeping marketplace advantage by maximizing human resources.

FOCUS Management Development, Inc., Greenville, SC - Richard Harpum 256
Five-day residential program for top leaders in business and industry.

Hartford Seminary, Hartford, CT - Barbara J. Essex 258
New leadership education program for church and ecumenical agency executives.

Johns Hopkins University, Baltimore, MD - Carole Y. Lyles 259
Nine-month credited leadership program for early to mid-career high potential minority professionals.

New Vistas Consulting Group, Black Mountain, NC - Dee Edelman 262
Adventure-based training to create high performance teams.

Pennsylvania State University, University Park, PA - Albert A. Vicere 264
Variety of executive programs targeted for individuals moving into managerial roles or rising executives interested in strategic thinking and global issues.

Robert K. Greenleaf Center, Indianapolis, IN - Larry Spears 274
New approach to leadership, structure and decision-making through the servant-leadership concept.

Smith College, Northampton, MA - Susan C. Lowance 277
Three-part management education program for career women on the fast track.

State University of New York, Binghamton, NY - Bruce J. Avolio 284
Two-year program, supported by the W. K. Kellogg Foundation, to train and evaluate over four-hundred community leaders.

Union Institute, San Diego, CA - Joan Murry 288
Seminar in leadership studies for mid-career professionals completing their undergraduate degree.

University of California-San Diego, La Jolla, CA. Western Behavioral Sciences Institute - Richard Farson 292
Electronic community composed of senior level decision makers from government, business and industry, military, universities, social agencies and foundations.

University of Denver, Denver, CO - Ellen K. Waterman 295
Special courses on leadership designed for experienced professionals.

Butler University
College of Education
4600 Sunset Avenue
Indianapolis, IN 46208

James M. Smith
Director, School Administration
(317) 283-9274

The Experiential Program for Preparing School Principals

PHILOSOPHY/OBJECTIVES

The major thrust of the Experiential Program for Preparing School Principals (EPPSP) is to incorporate the traditional technical skills of a principal training program with the personal leadership skills that are crucial for the successful school leader of modern times. EPPSP addresses the following complex skills, processes and techniques: problem solving, critical inquiry, essential elements of decision making, direction of individuals and groups, conflict resolution, stress management, written and oral communication, forecasting, self-direction and organizational development.

Students are asked to master 52 proficiencies and over 100 process skills during the course of the two-year period of study. Each proficiency and process skill must be demonstrated through written documentation and/or oral presentation. The proficiencies and process skills are most appropriately mastered in a school setting. Therefore, each student selects an administrative mentor and school site in order to complete the experiential components of this program. Weekly class sessions focus on the integration of these experiential activities with the theoretical constructs that surround the profession of educational leadership.

The evaluation of student progress is monitored by each of the graduate instructors. Students are expected to design presentations, complete written assignments, execute challenge contracts, keep reflective professional journals and complete self-assessments each semester. In conjunction with these activities, an exit interview is scheduled with the assigned instructor at the conclusion of each grading period. During the exit interview, the student and the instructor discuss professional progress and critique areas of needed growth. At the conclusion of the final semester, a professional portfolio is completed by the student in an attempt to outline the myriad of activities with which he/she has been involved during the two-year period. This portfolio is carefully constructed in a fashion that allows the student an opportunity to express his/her unique leadership abilities.

CREDIT OPTIONS

All students enrolled in EPPSP receive six semesters of graduate credit for each semester successfully completed. At the conclusion of the 36-hour program students are eligible for the Standard Administration and Supervision License in the state of Indiana. Classes meet twice weekly for a two-year period.

CURRICULAR DESIGN BY SEMESTER

Semester 1	Personal Assessment, Motivation, Group Process Skills, Risk-Taking, Collegial Team Development, Goal Setting, Adult Learning Theory, Delegation Skills, Resource Identification and Development of Professional Networks.
Semester 2	Restructuring, Reflective Practice, Cultural Awareness, Instructional Technology, Computer-Assisted Decision Making, Business Partnerships and Internship Development
Semester 3	Leadership Development, In-Service Design, Organizational Sensitivity, Self-Evaluation, Educational Philosophy, Curricular Design, Scheduling and Textbook Adoption
Semester 4	Due Process, Tort Liability, Freedom of Expression, Teacher/Administrator Litigation, Counseling, Classroom Discipline, Building-Wide Discipline, Climate Development, Standardized Testing and Dealing with Substance Abuse
Semester 5	Crisis Management, Organizational Development, Professional Presentations and Current Issues and Trends in Educational Leadership
Semester 6	Grant Writing, Contract Negotiations, Policy Analysis, School Politics, School Finance and Personnel Selection and Evaluation

Case Western Reserve University
The Mandel Center for Nonprofit Organizations
2035 Abington Road
Cleveland, OH 44106

Dennis Young
Director
(216) 368-2275

The Mandel Center for Nonprofit Organizations is a university-wide academic center sponsored by three prominent professional schools of Case Western Reserve University: the Mandel School of Applied Social Sciences, the Weatherhead School of Management and the School of Law. These schools have joined in partnership to address the growing need for professional education of managers and leaders of private, nonprofit organizations and to encourage and disseminate research on the nonprofit sector.

The Mandel Center was inspired by a dedicated and public spirited family--the Mandels--who understood the critical needs of nonprofit organizations for excellence in management and leadership, and a clearer understanding of the sector through research. Having built a highly successful family business, the Mandels became involved in philanthropy in order to work for the betterment of their community. Drawing on their experience in business and philanthropy they recognized the need for improved management and leadership in the nonprofit sector and determined to work toward this goal. In 1984, the Mandel family, together with the Premier Industrial Foundation and the Mandel Associated Foundations and in concert with the Cleveland, Gund and Sohio Foundations, contributed the funds to establish the Mandel Center and to endow the Mandel Professorship in Nonprofit Management.

The Mandel Center is located in Cleveland--a community with a distinguished tradition of commitment to the nonprofit sector. Cleveland is the site of the nation's first Community Chest and, at University Circle, features one of the largest concentrations of arts, cultural, educational, religious, health and human service institutions in the country. Case Western Reserve University, where the Mandel Center is based, is recognized nationally and internationally as a major research university with an outstanding faculty. Each of the three professional schools which sponsor the Mandel Center is renowned in its own discipline.

The juncture of these three elements--a committed family, a city with a unique nonprofit tradition and an excellent university--created the chemistry leading to the development of the Mandel Center as a unique institution addressing the educational and research needs of nonprofit organizations.

PHILOSOPHY

The mission of the Mandel Center is: *to foster effective management, leadership and governance of nonprofit organizations, in human services, the arts, education, community development, religion and other areas through instruction, research and related academic activities.*

The Mandel Center is committed to study and serve a vital sector of society. Nonprofit organizations provide for the social, health, educational, religious, cultural and many other needs of the citizenry, while working in partnership with government and business to ensure effective delivery of public services and a vital private sector. There are more than 900,000 nonprofit organizations in the United States, and many more internationally. Seven million people are employed in nonprofit organizations in the U.S., while another five million volunteer for these organizations. Yet the sector is not well understood, and rigorous training for its managers and leaders is not widely available. The Mandel Center addresses these educational and research needs.

The challenges of managing and governing nonprofit organizations have intensified in recent years. In the present environment of restricted budgets for public sector programs, nonprofits are asked to provide more and more services, while facing increased competition for the resources they need to be effective. Strong leadership and professional management for nonprofit organizations and a solid research base to guide the decisions of this leadership can no longer be considered luxuries--they have become essential for the nonprofit sector to carry out its critical functions effectively.

The programs of the Mandel Center are guided by the following principles:

- The nonprofit sector requires and deserves educational and research programs for its management and leadership equal in excellence to those available for government and business.
- Programs for the nonprofit sector must be responsive to the special character of these organizations. Nonprofits are neither businesses nor agencies of government, but operate in special economic, legal and social environments and have unique missions, financing arrangements, human resources, constituencies and organizational structures. In many ways they are the most challenging kinds of organizations to manage.
- The study of nonprofit organizations should be interdisciplinary, bringing to bear the most advanced knowledge and techniques of management, law, social sciences and the cultural and helping professions.

The Mandel Center draws upon knowledge and expertise in management, law, social sciences, social work, arts and other professions, but asks that these disciplines be freshly applied to the analysis of nonprofit organizations. The result is a common approach to the study of nonprofits that is both specially relevant to the sector and of the highest academic quality.

PROGRAMS

The Mandel Center offers a comprehensive array of educational, research and publications programs of interest to participants in and scholars of nonprofit sector organizations.

The Masters of Nonprofit Organizations (M.N.O) is an advanced professional degree for managers and leaders of nonprofit organizations administered by the Mandel Center and offered cooperatively by the Mandel School of Applied Social Sciences and the Weatherhead School of Management.

The Certificate in Nonprofit Management is an advanced credential which provides the practicing manager with state-of-the-art knowledge in essential areas of nonprofit management and the environment of nonprofit organizations.

The Executive Education Program offers workshops and training programs of interest to nonprofit managers, leaders, volunteers and paid staff. The Mandel Center works with nonprofit organizations and associations to design programs to meet their special requirements.

The Arts Management Program enhances the management capacities of nonprofit arts and cultural organizations, in Cleveland and nationwide, through special executive and professional education initiatives, research projects and public service activities. The program is a cooperative effort of the Weatherhead School of Management and the Mandel Center, administered by the Mandel Center and financed by foundations with special interests in the arts.

The Distinguished Public Lecture Series brings outstanding nonprofit organization scholars, policy makers and professionals to Cleveland for free public lectures on topics of general interest to the sector. The series is supported by local nonprofit organizations, governmental agencies and corporations through the Mandel Center's Sponsorship Program.

The Conference Program brings together scholars and professionals to discuss current research and operational and policy issues of contemporary concern to nonprofit organizations. Recent conference themes include Excellence in Management, Legal Issues in Nonprofit Organizations and Social Innovations in Global Management.

The Research Program consists of research studies, projects and colloquia designed to expand current knowledge of nonprofit organizations, particularly their management, leadership and governance. The research program includes the Mandel Scholars Series, which provides small seed grants for faculty and graduate students to develop new research areas of interest to the nonprofit sector.

The Publications Program includes the Mandel Center newsletter (*Nonprofit Notes*), a research discussion paper series and an international journal, *Nonprofit Management and Leadership*.

PEOPLE

The Mandel Center is governed by a Secretariat consisting of the deans of the three sponsoring schools. It is administered by a small professional staff and works with an interdisciplinary Program Faculty drawn from participating schools in the University. The Center is advised by a distinguished national committee as well as a network of outstanding nonprofit executives from Northern Ohio.

Center for Creative Leadership
One Leadership Place
P. O. Box 26300
Greensboro, NC 27438-6300

Selected Programs
(919) 288-7210

The Center for Creative Leadership is a nonprofit educational institution founded in 1970 in Greensboro, North Carolina. Branch offices are located in Colorado Springs, Colorado, San Diego, California and Brussels, Belgium.

The Center's mission is to encourage and develop creative leadership and effective management for the good of society overall. We accomplish our mission through research, training and publication--with emphasis on the widespread, innovative application of the behavioral sciences to the challenges facing the leaders of today and tomorrow.

Through the research, models of managerial practice are developed and applied in training programs as guides for assessment and development. This combined approach makes the research accessible and the training practical.

Following are three unique programs offered by the Center. Others are described in the 1987 and 1990 Source Books.

Dimensions in Leadership

From education to health care, from advocacy to art, nonprofit organizations increasingly serve society's needs. With changes in the economy, adjustments in funding and shifts in social trends, the need for effective and successful service organizations has become a social imperative. To meet society's needs in this arena an expanding leadership role for agency directors and organization executives is required.

In response to the need for distinctive management and leadership skills for nonprofit and human service agency executives, the Center for Creative Leadership (CCL), in partnership with the Human Services Institute (HSI), has developed **Dimensions in Leadership**.

The purpose of Dimensions in Leadership is to improve the ability of human service executives to exercise skillful and creative leadership in running the internal operations of their organizations. This is accomplished through a sequence of experiences that reveal the human and organizational issues that impact the performance of the agency.

TRAINING GOALS

Dimensions in Leadership is predicated on principles of adult learning where participants are expected to take considerable responsibility for their own learning and development. In addition, the program offers many opportunities for participants to learn from their own experience and to learn by doing through case studies, exercises and role plays.

There are six specific objectives for Dimensions in Leadership:

- to provide useful models and concepts to guide participants as they perform critical aspects of their jobs. Combined with the above-mentioned multisensory techniques, each participant is exposed to a powerful developmental experience.
- to provide an opportunity for participating executives to receive feedback from assessment instruments identifying areas of strength and potential areas of weakness.
- to aid each executive in gaining and using resources in innovative ways. This includes unleashing the creative potential of the staff and volunteers to solve resource issues.
- to help executives understand the process of change within their organizations.
- to help executives establish personal and professional goals for their own development as effective leaders. Follow-up activities around established goals will be maintained with each participant.
- to teach human service executives how to use professional colleagues for substantial learning and developmental gains.

PROGRAM CONTENT

Learning to Learn is at the heart of each activity and session comprising the Dimensions in Leadership experience. Participants investigate types of key work and nonwork experiences and the lessons that can be learned from each, and they receive anonymous feedback (from themselves and "back home") on their performance on key executive skills. The executives also explore the three dimensions of a good learner and how the remainder of the week's experience is designed to help broaden each of those dimensions.

In **Principles of Feedback**, executives learn that feedback refers to the process of giving someone accurate information about the impact of his or her behavior on them, other people, and/or the completion of a task. Whether given as a manager, parent, spouse or friend, feedback is the method used to change behavior, enhance insight, improve performance, deal with stress and enrich relationships. Only when the intention is to be more helpful, and that intention is communicated, will the recipient be likely to accept the information and use it in a positive manner.

Performance Development presents a model for selecting appropriate leadership behaviors based on the demands of the situation. Participants receive detailed, anonymous feedback on how their subordinates or peers perceive their leadership style. Through a variety of exercises they examine ways to use this feedback to help them increase the range and effectiveness of their leadership behavior.

The day of **Innovation/Creativity** examines the topic from the perspective of the individual, the team or small group and the organization. Participants learn the varying dimensions of individual creativity and guidelines to determine the situational appropriateness of each. The executives also have the opportunity to learn and experience three idea generation techniques to use with small groups, committees or task forces. Finally, to bring closure to the problem-solving process, participants practice a methodology for idea evaluation and selection.

Leadership occurs in social contexts in organizations; therefore, analyzing, anticipating and understanding **Organizational Behavior** is crucial to successful leadership. Theories of organizational behavior are provided as frames for assessing and understanding organizational phenomena so that participants can use the frames to reflect on their management and administrative skills in ways that will enhance their practices as organizational leaders. Participants also receive anonymous feedback on the "health and perception" of these frames within their organizations.

Effecting Change is designed to assist executives in understanding the nature of change from the perspective of creating change. Participants focus on a specific change they would like to implement within their own organizations. The program provides a four-phase model which helps participants clarify the purpose of the change, create a picture to visualize the change, establish a plan for accomplishing the change and successful methods for involving people in the process. Participants further learn how to plan specific change activities so that resistance is minimized, with particular emphasis on the impact to the organization's culture and its people.

Peer Feedback provides an opportunity for participants to receive additional feedback from members within the group. Peer assignments are made at the beginning of the week. Peer feedback expands participants' self-knowledge and provides an opportunity to learn, through practice, how to receive feedback more comfortably, evaluate it more objectively and use it more constructively.

The purpose of **Goal Setting** is to integrate the insights and learnings of the program into a set of achievable goals for further self-directed development. The relationship between goals and success is that successful people have goals, and this final segment helps the participants become more goal-directed in their careers and lives. Their action plan draws together everything that has gone before--the insights, the realizations and the recognition of needs--into a set of realistic, attainable goals.

PROGRAM INFORMATION

The course is tailored to senior-level executives of nonprofit (both public and private) organizations that provide a service to the community or some segment of the community.

Admission to Dimensions in Leadership is by application only. For further information, contact Karen McNeil-Miller.

Executive Women Workshop

Envision two promising managers, both headed to the top as known "fast trackers." One becomes a senior executive. The other derails and never lives up to that early potential. What were the virtues or flaws that explain their diverse paths?

Our studies of the careers of executives helped us to understand how managers develop, grow and change. But do executives, regardless of gender, have the same development needs? Are they successful for the same reasons? Are they kept from the executive suite for the same reasons?

The Center's Executive Women Project was created to find better ways to develop women for key executive posts. The major thrust of the project involved interviews with successful female executives at or near the general manager level in 25 Fortune 100 corporations. These executives described the career experiences that were most critical for them as managers.

Two years of research followed, resulting in a training program designed to assist women currently in middle to upper levels of management in understanding "what it takes" to reach the executive level by assessing their developmental needs and evaluating their life goals.

MAJOR BENEFITS OF ATTENDING

- To draw a picture of leadership strengths and weaknesses through testing and assessment exercises.
- To review the implications of research on high-level executive women, factors that lead to career success or derailment.
- To share experiences and ideas with other women managers in a unique supportive environment.
- To weigh issues that arise in being both a successful woman and a successful manager.
- To formulate a plan for further self-directed development.

PROGRAM ELEMENTS

Assessment Exercises

As the program begins, various group exercises will be rated by trained observers. This provides additional information that helps participants discover or confirm areas of strength and identify shortcomings.

Climbing the Corporate Ladder

The Center has compiled a wealth of data on executive success and derailment; what are the characteristics and behaviors aligned with the successful and the unsuccessful? From psychometric instruments completed prior to attending the course, participants will receive feedback from bosses, peers and subordinates on managerial strengths and developmental needs.

Learning on the Job

Center research has provided clear evidence that most of the learning for career success is derived from exposure to key job-related challenges. In this segment, participants will examine their past and present job assignments with an eye toward understanding their learning history and their notable strengths and shortcomings. Then, working with staff members and other participants, they will work to discover potential learning opportunities in their organizations and develop a strategy for maximizing these opportunities in the future.

Confronting Total Life Issues

While the major focus in this workshop is on job-related concerns, it is important to keep in mind that each manager's career takes place in the context of her total life. The manager will look at both her personal and professional life and examine the various roles she plays, how they interrelate and how she allocates her energy among them. She will then evaluate the costs and benefits of that allocation and assess what is needed to effect desired change.

Utilizing Group Resources

Through group exercises, participants will learn methods for tapping the creative potential of groups and avoiding many of the problems that may frustrate group performance. They will have the opportunity to view a videotape of themselves participating in group exercises and assess their behaviors.

Staff Feedback

A private 2-1/4 hour session with a Center staff member will integrate the results of assessment exercises and pre-program testing. Further feedback will be provided by fellow participants.

Peer Consultation

This session will allow each participant to draw upon the combined wisdom and experience of a talented group of peers to seek strategies for dealing with a difficult professional problem or personal concern. Each manager will be allocated a block of time in which to present a pressing problem and tap the resources of her fellow managers.

Goal Setting
Insights and discoveries from assessment and feedback are used to set achievable goals for developmental targets.

WHO SHOULD ATTEND

The **Executive Women Workshop: Development for Women as Leaders** is a four-day program designed for high-potential women at the middle and upper levels of management from all types of organizations, including women who run their own businesses. In order to maximize the benefits of this program, we encourage at least five years management experience.

For more information, contact Susan Dorn.

LeaderLab®

To face the coming challenges of the 21st century, leaders need to acquire new perspectives and new competencies. They must do more than gain knowledge in complex leadership situations. The purpose of LeaderLab® is to encourage and enable leaders to take more effective action in their situation. It will help leaders face the future, assess its challenges, realize how to meet those challenges, carry out a plan of action and evaluate the effectiveness of that action. The program will focus on helping leaders make lasting behavioral changes. Participants will ask the question "What does my leadership situation require from me?" incorporating the important aspects of self-assessment and understanding in the determination of a response suited to their particular situation.

PROGRAM OBJECTIVES

- To better approach the challenges of today and tomorrow.
- To be exposed to increasing diversity of people and views.
- To learn to respond effectively to rapid and substantive changes.
- To understand how to build a shared sense of purpose.
- To create an individual action-based plan for leadership development at the personal, interactional and systems-wide levels.
- To carry out this action plan with the help of a CCL Process Advisor and work-site change group.

- To learn to apply knowledge gained from experience to enhance future leadership activities.
- To learn to better use the people-resources available.

MAJOR BENEFITS OF ATTENDING

- Enhanced understanding of the complex challenges leaders face.
- Six months of supervised learning and guidance by a Process Advisor.
- Increased leadership effectiveness by learning to apply the skills and abilities required to meet future challenges.
- Increased awareness of techniques for dealing with challenges of the 21st century: work force diversity, continuing change and need for a more global vision.
- Increased effectiveness in empowering and trusting subordinates.
- Improved ability to include others in the successful completion of tasks.
- Conscious application of one's core values and sense of purpose to the leadership role.
- A commitment to continuous learning and mastery of the tools to make it a reality.

PROGRAM ELEMENTS

Learning Focused on Action

Research on adult learning has shown that effective behavioral change on the job requires self-understanding plus acting upon that understanding. This leadership program shows participants how to use the knowledge they have acquired through a 360° feedback instrument about their strengths and development needs to formulate and implement a specific set of actions on the job.

Learning From Experience

The program structure takes participants through all four steps of the adult learning cycle: planning, action, reflection and revised planning. LeaderLab® concentrates on the participant's current competencies as related to future needs. It is an opportunity to develop and enhance leadership competencies with the assistance of a Center Process Advisor. The program also evaluates new methods tried and actions taken in a complete cycle of adult learning.

Learning Focused Over Time

The program's special element aimed at improving learning over time is individual Center Process Advisors, who are matched with each participant. Contact is made one month before the first class session, monthly during the implementation stage and twice after the second class session. The Process Advisor will help the participant focus on the personal objectives and specific applications of the learning process.

Holistic Learning

LeaderLab® incorporates various aspects of learning in its methodology. Participants will learn on an analytical level by understanding conceptually what is needed; on an emotional level by feeling what is needed; and on a behavioral level by doing what is needed. This whole-life approach to learning often results in greater satisfaction, commitment and ability to change.

Understanding Future Challenges

The difficult issues facing tomorrow's leaders require advanced leadership competencies that deal with diversity, learning to create shared vision and change on both an organizational and global scale. LeaderLab® offers five sets of competencies to help meet these complex challenges:

- Managing Interpersonal Relationships
- Thinking and Behaving in Terms of Systems
- Approaching Decision Making from the Standpoint of Trade-offs
- Maintaining Flexibility
- Coping with Disequilibrium and Stress

The Need for Creative Leadership

The complex challenges of the next ten to twenty years require creative leadership, drawing the best from both leaders and followers in order to meet the demands of their situations and achieving goals and processes that are beneficial for the global community. LeaderLab® offers the tools that help leaders address large-scale, complex problems.

Identifying Goals That Lead to Commitment

The program will focus on how to identify, articulate and carry out the goals of creative leadership while involving others in the process.

WHO SHOULD ATTEND

LeaderLab® is for all those in leadership roles who are interested in further developing their abilities to lead more creatively in their current situations while preparing for future leadership positions. Participants must be committed to six months of learning and change. Leaders from all situations are welcome, including those from business and industry, not-for-profit institutions (both public and private), international organizations, government, education and community leadership groups.

For more information, contact Vicki Guthrie.

LeaderLab®

Special Feature: The AIM Sequence

Analyze • Implement • Measure

Session I: ANALYZE

- 5-1/2 days at the Center
- concentrated analysis of participant's current situation
- setting an action plan to develop competencies and personal objectives that will achieve measurable results

Sample Daily Agenda

Day One	Day Two	Day Three
Program Opening	Sense of Purpose	Understanding Systems
Simulation	Learning from Experience	Flexibility
Acting Leader	Interpersonal Relations	Acting in Court
	Motion of Emotion	
Day Four	**Day Five**	**Day Six**
Dealing with Trade-offs	Process Advisor	Actions and Measures
Coping with Disequilibrium	In-class Change Partners	Back-home Change Partners
	Biography Work	Videotaped Message
	Envisioning	

Back Home: IMPLEMENT

- 3 months back home implementing the action plan conceived in Session I
- monthly monitoring by a Center Process Advisor
- involvement of back-home associates to support the participant's development plan

Session II: MEASURE

- 3-1/2 days at the Center
- reflection and evaluation on the actions taken, behaviors changed, perspectives shaped and degree to which goals have been attained
- set revised action plans and continue follow-up with a Center Process Advisor
- preparation of final report

Sample Daily Agenda

Day One	Day Two	Day Three	Day Four
Program Opening	Welcome Back Video	Cultural Diversity	Action Plan Revisions
3-Month Review	Learning from Experience	Building the Future	Mid-course Evaluations
Simulation	Acting Leader	Re-visioning	Group Video
Acting Leader			

Executive Expeditions
131 Village Parkway, Suite 4
Marietta, GA 30067

Cynthia A. McEwen
Principal
(404) 951-2173

Executive Expeditions is an organizational consulting firm that helps clients achieve competitive advantage through breakthrough human performance. They help organizations translate desires and "talk" into strategy, action and results. Through an interactive partnership, Executive Expeditions and the client organization focus on critical issues for strategic development, deployment of integrated learning processes and delivery of pre-developed or customized training programs. Executive Expeditions' purpose is to assist organizations in keeping marketplace advantage by maximizing the human resources they possess. End results would be indicated by: the speed and openness in which the corporation learns; the way team members honestly communicate, involve each other and work across boundaries to harmonize streams of technology; and the intensity and clarity in which the organization builds skills, knowledge, behavior and competencies of its people to meet its long-term strategic intent.

Executive Expeditions' experience encompasses a range of industries and organizations, from Fortune 500 firms to community leadership groups. They have worked in transportation, telecommunications, chemicals, oil and petro-chemical, manufacturing, financial services, consumer products, health care, medical equipment and research and development.

The nature and scope of the client work is focused on:

- Leadership and Management Development
- Organizational Development
- Strategic Issues Development
- Learning Technologies
- Individual Development--Lifelong Learning

LEADERSHIP AND MANAGEMENT DEVELOPMENT

Work in leadership and management development focuses on:

1. Identification, assessment and development of skills, behaviors and actions critical to generating high performance results as an organizational leader or manager.

2. Understanding the elements that drive an individual leader's behavior. Often without awareness, individuals exhibit behavior preferences and rigidities that may limit effectiveness as an organizational leader or manager. Exploring the source through an "inner journey" provides clarity and self-knowledge needed for continuous growth and improvement.

The leadership and management development programs include use of assessment instruments (Leadership Practices Inventory [LPI], values-based Leadership Excellence

Inventory [LEI], FIRO Elements) and indoor or outdoor experience-based activities, simulations and learning labs.

Programs

- Leadership in Action
- Leadership--"The Inner Journey"™
- Coaching for Peak Performance
- Negotiations--"Getting Beyond Conflict"

ORGANIZATIONAL DEVELOPMENT

Work in organizational development focuses on:

1. **Team development processes**, including intact, matrix-managed, cross-organizational and self-managed work teams.

2. **Quality processes**, including development of skills, behaviors and actions required to develop the "human element" in support of the quality process. It consists of experience-based training for quality management, quality action teams, quality leadership and cascading training throughout the organization. Included is an application of quality concepts, principles and tools through experience-based learning processes.

3. **Commitment versus compliance-based organizational processes and structures as well as organizational empowerment**. This includes diagnostic review, assessment and rethinking of consistency throughout the vision, operating philosophy and organizational structure and processes. Empowerment in the workplace focuses on self-responsibility, commitment, collaboration and freedom-to-act.

The work in teamwork and quality processes uses assessment instruments (Team Effectiveness Questionnaire [TEQ], FIRO Elements) and indoor or outdoor activities, simulations and learning labs.

Programs

- Teamwork in Action™
- Beyond Teamwork™
- Quest for Quality™
- Total Quality Teams
- Total Quality Leadership
- Empowerment--"The Power Within You"™

STRATEGIC ISSUES DEVELOPMENT

Work in developing strategic issues focuses on:

- Identifying and evaluating **critical issues** facing the business
- Creating or re-thinking the business **vision**
- Developing or revising business **strategies**
- Understanding **customers** and organizing to meet their **needs**
- Candid assessment of **business strengths and weaknesses**
- Understanding the implications and **trends** on the business
- Creating the environment for continuous **innovation**
- Adapting the **planning process** to new market requirements

Entirely custom-designed, our work in strategic issues consists of:

1. Consulting preparation, analysis and work session review based on specific scope of work on a specific issue, and/or

2. An off-site, interactive, experience-based session used to open mindsets and explore an issue in a creative context.

3. Follow-up action processes.

Programs

- "Strategic Expedition"™

LEARNING TECHNOLOGIES DEVELOPMENT

Various learning technologies are used to support the theoretical and cognitive components of the programs. They are:

1. **Learning Laboratories and Indoor/Outdoor Experience-Based Activities**
   Our unique learning laboratories include a building-block series of activities and simulations used to build theory and models through "live" participant data and experience. Broadly speaking, they present an opportunity to explore concepts, challenge mindsets, experiment with new ideas and behaviors and provide a "practice field" for linking behavior/actions with results and consequences. All activities and simulations are framed around current or future business issues.

2. **Simulations**
   Incorporated into our learning labs, or as an integral part of many of our pre-developed programs, are our comprehensive organizational simulations. These simulations, lasting 4 to 16 hours, mirror the complexity, organizational interactions and work processes of service or manufacturing-based corporations. Risk-free "practice"

opportunities that compress space and time, simulations offer flexibility to "create" an ideal vision, organizational structure and culture to support task accomplishment, or experience pre-defined strategic intent and structure to achieve business results. The two simulations used are:

RUBICON™--a Leadership and Values-Based Simulation
ECO-CYCLIX™--a Matrix-Managed Business Simulation

3. **Action Learning Processes** merge learning with workplace issues. These processes include focus on work issues to "learn by doing" and are conducted over time. Participants create a multi-months experiment of learning, doing and evaluating. They explore critical strategic issues that face the organization today and in the future.

4. **Assessment Instruments**, including:
   - Leadership Practices Inventory (LPI)
   - Leadership Excellence Inventory (LEI)
   - Team Effectiveness Profile (TEP)
   - FIRO (Element B, F, S, T, etc.)

5. **Train-the-Trainer Processes** enable internal personnel to deliver, lead and facilitate experience-based learning labs, activities and simulations. Train-the-trainer processes focus on:
   - Application of activities to support module content
   - Development or enhancement of facilitations skills
   - Managing safety--physical and emotional

Programs

- Train-the-Trainer: For Team-based Quality Processes
  - Quality and Team Process Activities and Simulations
  - Quality Modules
  - High Performing Team Modules
  - Facilitation Skills

INDIVIDUAL DEVELOPMENT--LIFELONG LEARNING

Our work in individual development and lifelong learning focuses on:

1. Identification, assessment and understanding of human behavior and its implications for building meaningful and constructive interpersonal relationships.

2. Exploration through the personal inner journey that revolves around understanding one's self-concept, areas of unawareness and unconscious fears that limit one's personal happiness, achievements and effectiveness in building and maintaining relationships.

Executive Expeditions **Cynthia A. McEwen**

Our programs in this area include use of assessment instruments FIRO (Element B, F, S, etc.) and experience-based activities.

Programs

- Empowerment--"The Power Within You"™
- Beyond Diversity

FOCUS Management Development, Inc.
P.O. Box 9036
Greenville, SC 29604-9036

Richard Harpum
President
(803) 235-3509

Leadership Focus

PURPOSE

Leadership Focus is a five-day residential program offered to chief executive officers, presidents, vice presidents, plant managers and senior managers already in important leadership roles. Its purpose is to increase the profitability of the participants' organizations by improving their leadership capabilities.

TOPICS

- What is leadership?
- The need for a new model of leadership in the 1990s
- "Leadership" versus "Management"
- Developing vision and creativity
- The key practices that leaders can employ to achieve extraordinary performance from their people (with appropriate case studies), including:

being proactive
challenging the way things are done
creating a climate for change
thinking long term
inspiring a shared vision
putting first things first
managing time effectively
innovating
communicating effectively
empowering people to act
breaking down bureaucratic barriers
driving out fear
leading by example
"MBWA"
focusing on quality
encouraging, praising and celebrating small wins
adapting leadership style to suit the situation
developing strong and effective teams
developing "collective leadership"
continually improving, coaching, training and educating their people.

PROCESS

FOCUS uses a variety of innovative techniques to achieve the program objectives, including:

- pre- and post-program leadership skills inventories
- a highly intensive and challenging itinerary
- video-taped feedback
- indoor and outdoor experience-based initiative exercises (note: outdoor exercises are designed to be mentally rather than physically demanding)
- highly interactive instructional workshops
- participant group and self-analysis
- constant referral of the lessons learned back to the workplace

- a comprehensive goal-setting workshop
- post-program in-house participant projects and follow-up by FOCUS

BENEFITS OF THE PROGRAM

- Learn the latest thinking on leadership
- Meet and share experiences with other leaders
- Understand your leadership style
- Improve your leadership skills
- Improve your company's bottom line by becoming a more effective leader

PROGRAM DETAILS

The programs are held at the FOCUS Management Center at Keowee Key, South Carolina, which is only about a two-hour drive from Atlanta, Georgia, and a three-hour drive from Charlotte, North Carolina. Accommodations are in luxury condominiums adjacent to the Center.

The program is run four times per year, starting at 12:00 noon on a Monday, and ending at 4:00 p.m. on a Friday.

The costs are $1,350 for tuition and $395 for food and accommodations per participant. A discount of $100 is given for early bookings.

In addition to Leadership Focus, FOCUS Management Development, Inc. offers custom-designed management development programs which focus on leadership, teambuilding, communications, quality, project management, etc.

Hartford Seminary
77 Sherman Street
Hartford, CT 06105

Barbara J. Essex
Faculty Associate
(203) 232-4451

Leadership Education Program

Hartford Seminary, through a grant from the Lilly Endowment, has recently started a leadership education program for church and ecumenical agency executives. The new program, which builds on an earlier Hartford Seminary experimental program, will bring together five groups of fifteen Protestant and Roman Catholic leaders to explore issues facing religious groups and theological education for the 21st century.

"We are convinced," says Hartford Seminary Dean William McKinney, who will be overall director of the project, "that creating opportunities for younger church leaders to explore together the theological, sociological, programmatic, and structural issues facing American religious traditions is essential to the future of these traditions."

The project, which will run through 1993, seeks to take full advantage of Hartford Seminary's long-standing commitment to research on issues facing American religious bodies, which has included studies of small churches, church growth and decline, clergywomen, churches, community mission and public life and the future of mainstream Protestantism.

Each group will meet five times a year over the three-year period at selected sites around the United States. One of the five groups will focus specifically on the preparation and support of professional church leaders. This group, which will involve both denominational and seminary personnel with responsibilities for leadership development, will be led by Jackson W. Carroll, Hartford Seminary's William Douglas McKenzie Distinguished Professor of Religion and Society. Other seminar leaders include Clarence G. Newsome of Howard University School of Divinity and Robert Wood Lynn, former Senior Vice-President of the Lilly Endowment.

As a part of their work, each participant is asked to present a research project that grows out of his/her professional practice as well as study a select list of readings. These readings are:

- William R. Hutchinson, *Between the Times: The Travail of the Protestant Establishment in America, 1900-1960.*
- Melanie May, *Women and Church: The Challenge of Ecumenical Solidarity in an Age of Alienation.*
- C. Eric Lincoln and Lawrence Mamiya, *The Black Church in the African American Experience.*
- Randall Balmer, *Mine Eyes Have Seen the Glory.*
- Peter Drucker, *The NonProfit.*
- Joe Huff and John Cobb, *Christian Identity and Theological Education.*
- Donald Schön, *The Reflective Practitioner.*

For more information about this new program, contact Barbara Essex.

The Johns Hopkins University
1 Charles Plaza, Second Level
Charles and Saratoga Streets
Baltimore, MD 21201

Carole Y. Lyles
Program Director
(301) 659-8291

The Hopkins Leadership Development Program

INTRODUCTION

The demographics of the workforce in the 1990s show that corporations and other organizations must begin to recruit, retain and promote minority men and women into senior positions of leadership. But, all too often, corporate managers remark that there are few qualified candidates for these higher level positions.

Minorities, on the other hand, have become increasingly vocal about the "glass ceiling" which blocks their progress and success. Minority managers also cite feelings of social and professional isolation which can be attributed to the lack of minority role models at high managerial levels within organizations.

Traditional business schools have not developed executive training programs that provide a forum for minority managers to explore issues of particular relevance to them. **The Hopkins Leadership Development Program** addresses this area of need.

The program concept was developed in early 1989 with a planning grant of $125,000 awarded by the Abell Foundation. A director was hired in late 1989, and the program was launched in September 1990 with the first group of participants.

PROGRAM DESCRIPTION

The Hopkins Leadership Development Program is a nine-month, 15-credit program for *early to mid-career high potential minority professionals and managers*. Participants may apply credits towards the requirements for the master's in business degree offered by the School of Continuing Studies

The program offers a forum for participants to explore the impact of the multi-cultural workplace and the unique roles played by minority managers serving as role models, facilitators, interpreters and mentors. Participants explore successful coping strategies, both on a personal and professional level.

The faculty chosen for this program has extensive teaching experience and successful professional careers.

Key benefits of the program include:

- Cohort group of minority professionals from the Baltimore/Washington corridor
- Individual meetings with career advisers to develop long-term career plans

- A unique course: The Black Manager: Power, Influence and Change
- Executive Speaker Series--key executives, both black and white, from the Baltimore/Washington region

Key topic areas include:

- Modern approaches to leadership and management in high performance organizations
- Status of minorities in management and the role of the minority manager
- Self-limiting beliefs concerning potential and performance
- Receiving and analyzing feedback on leadership style and practices
- Developing a personal action plan for development and success

Classes are held on Saturdays at the School's Downtown Center in Baltimore, Maryland.

ADMISSIONS CRITERIA

All applicants must hold a bachelor's degree, be admissible to the School's 45-credit master's degree in business program and have several years of professional work experience. An admissions interview with the Program Director is required.

COURSES

Leadership and Organizational Behavior (MS Core Course - 755.604)
This course examines organizational behavior through the lens of leadership. All levels of systems (individual, group, organization and culture) will be studied as contributing factors to the successful functioning of complex organizations. Experiential in design, this course draws on the organizational life of students and encourages practical application of the theories considered. High levels of participation are maintained in this course through the use of cases, simulations, discussions and the class itself as a temporary organization.

Managerial Finance (MS Core Course - 755.603)
Students gain an understanding of the functions of financial management in various types of organizations, with an emphasis on the private sector. Topics include: capital budgeting, cost of capital, common and preferred stock, dividend policy, mergers, international financial management and ethical issues. Case problems provide a practical application of the subject material.

The Minority Manager: Power, Influence, and Change (755.720)
This course examines the unique role played by the Black manager in American organizations. Using leadership and executive development research as a base, students compare and contrast the typical experiences of Black managers and explore implications for their own ability to exercise power and influence organizational change. Conflict management, assimilation, racism, cross-cultural communication and other issues of diversity are explored as well.

Project Management (755.524)

This course examines the tools and techniques required in modern organizations for the effective management of major projects. The behavioral skills needed for matrix management and project management in decentralized organizations are also discussed and practiced. Students participate in case studies that require practical application of these skills and the development and application of purposeful model systems.

Analytical Tools for Managerial Decision Making (MS Core Course - 755.606)

The course is a broad survey of the problems and analytical techniques encountered in rational decision making in uncertain, risky and/or complex decision environments. The objective of the course is to introduce, in a conceptual and practical manner, the important modeling strategies and methodologies available to a decision-maker/manager for planning optimal courses of action with regard to the specific problem and environment at hand. The problems treated are generally of a logistical or operational nature, such as resource allocation and disposition, scheduling, etc. Following a review of probability theory, topics include optimal decision theory, forecasting methodologies, linear programming, network theory, inventory models and queuing theory.

PROGRAM EVALUATION

This program was launched with a select group of 22 participants in September 1990 amid high interest from the minority professional community. Over 40 applications were received for this first class, and over 60 inquiries have already been received for the 1991-1992 class. Several corporations and government agencies directly sponsor participants from their organizations.

Participants find that the course work, assessment activities and group interactions stimulate new ideas, alternatives and approaches to the challenges of their professional lives.

A longitudinal study of the career paths of the program participants is being designed. An alumni group will be established to meet the goal that the program serve as the stimulus for building more extensive professional networks.

We expect that the program will also serve the larger community in other ways, such as a resource for organizations seeking minority managers to serve as directors for non-profit organizations or a clearinghouse for information about the impact of the changing workforce on organizations.

New Vistas Consulting Group
105 Second Street
Black Mountain, NC 28711

Dee Edelman
President
(704) 669-9198

Adventure Based Training

Adventure based training is an exciting new way for executives to understand and either strengthen or change the impact of their leadership behaviors on others.

PURPOSE

To create high performance teams by:

- Viewing leadership behaviors in a new and objective situation and to clearly see the effects of these behaviors on both personnel and on the outcome of the problem
- Giving leaders a safe opportunity to strengthen positive behaviors and to experiment with more effective actions
- Observing and diagnosing group norms
- Creating new group norms which emphasize creativity, conflict without rancor, work as fun, high quality output and shared leadership

TOPICS AND ACTIVITIES

Adventure based training uses concrete problems; these problems have clear goals and easily observed outcomes. The group generally has a limited amount of time to solve the problem. At completion, the group reflects on both the outcome and the process of solving the problem. What helped and what hindered the group as well as how individuals influenced the outcome is discussed. As the group analyzes its successes and areas for growth, the facilitator designs a new problem which will give the group an opportunity to try new behaviors based on the group's analysis of what would have been more effective in the last problem. In this manner, each individual gets feedback on how his/her behavior affects other members of the team and the outcome of the problem, and the group learns to be more effective.

TRANSFER OF LEARNING TO THE WORK PLACE

Each problem is carefully designed to parallel situations encountered in the work place. This helps make the new insights and behaviors easy to apply in the work place. At the end of each activity, there is discussion of how to apply what has been learned both to the next problem and to the work place. At the end of the program, structures are put in place to support individuals in continuing their new behaviors on the job, thereby creating a cooperative atmosphere which helps each person perform at a high level.

Since people have taken risks and tried new behaviors, the realization sets in that a whole new approach to work is possible. The team becomes bonded through shared challenges and a common vision of helping each person become his or her best. Individual participants will leave feeling renewed and energized while the team will be refocused and solidified.

WHO ATTENDS?

Each of these trainings is specially designed on a contract basis. Typical groups are:

- Intact teams who wish to become more effective
- New teams who wish to become more effective
- Groups of new mid- and upper-level managers who want to improve and maximize their supervision and management style
- Groups of first-time managers who need help in the transition from technical expertise to management expertise.

The Pennsylvania State University
Penn State Executive Programs
310 Business Administration Building
University Park, PA 16802

Albert A. Vicere
Assistant Dean for Executive Education
(814) 865-3435

Management Program for Natural Resource Managers

PHILOSOPHY/SUBJECT MATTER

Most natural resource professionals have never had the opportunity to develop managerial expertise aside from "on-the-job" training. Because of their initial technical training in highly specialized fields, they are hired into their organizations as individual contributors, where their training can be put to immediate use. As they continue advancing in their careers, however, many specialists progress into managerial positions. The Penn State Program for Natural Resource Managers is an intensive ten-day course designed to provide an in-depth examination of the critical leadership issues facing resource managers.

PROGRAM OBJECTIVES

- Investigate the role and responsibilities of the manager by examining a variety of management philosophies
- Strengthen leadership and motivational abilities by focusing on interpersonal skills development
- Improve communication and presentation skills through analysis of communication as a management tool
- Sharpen decision making by maximizing the potential to make qualitative judgments
- Examine organizational structures and how to apply them effectively
- Increase ability to manage conflict and change by improving the talent to work with people at all levels, both inside and outside the organization

PROGRAM CONTENT

- Leadership and Effective Team Management
- Dimensions of Management
- Managing Conflict
- Decision Analysis
- Effective Presentation Skills
- Strategic Planning and Organizational Effectiveness
- Managerial Communication

PARTICIPANTS

The typical participant is a middle-level executive with at least six years of experience in natural resource management. Representative titles include bureau director, superintendent, fisheries chief, lands staff officer, refuge manager, deputy forest supervisor, district forest ranger, logging supervisor and supervisory fishery biologist.

METHODS OF INSTRUCTIONS

The Penn State Program for Natural Resource Managers explores a wide variety of leadership philosophies, problems and solutions. Teaching is through lecture, discussion, case study and problem-solving exercises. Faculty members teach in blocks of time, spending about one-half to two days on a subject.

Classes meet weekdays from 8:15 a.m. to 3:45 p.m. and on Saturday until noon. Late afternoon and evening sessions are scheduled for group work and speakers. Approximately two hours of preparation time are necessary each evening for the following day's classes.

FACULTY

Approximately 11 faculty include members from Penn State's Smeal College of Business Administration's graduate faculty, distinguished professors from other leading universities and business leaders. All have extensive backgrounds in working and consulting with businesses and government.

Upcoming program dates: November 30 - December 10, 1992; November 29 - December 9, 1993. Each session is ten days long and can accommodate 42 managers.

Program for Engineer/Scientist as Manager

PHILOSOPHY/SUBJECT MATTER

The Engineer/Scientist as Manager program is designed for people who have risen to management positions but who have not had the advantage of formal management education or training. The program helps to broaden participants' perspectives by providing a greater understanding of organizational strategy and structure, financial planning and control and business decision making. In addition, the program explores marketing issues, leadership, motivation and managerial communication.

PROGRAM OBJECTIVES

- Improve leadership, communication and motivational abilities by concentrating on interpersonal skills development
- Analyze management and decision-making styles by examining a variety of management philosophies
- Explore strategic management concepts and their impact on the organization

- Enhance effectiveness in financial planning and control through greater understanding of management's fiscal responsibilities
- Examine organizational structures and processes and broaden perspectives by looking at the company as a whole

PROGRAM CONTENT

- Dimensions of Managerial Effectiveness
- Leadership and Motivation
- Managerial Communication
- Financial Planning and Control
- Marketing Strategy
- Project Management
- Managing Technological Innovation
- Total Quality Management
- Developing Excellent Organizations

Special Feature: Computerized Business Simulation

PARTICIPANTS

The typical participant began as a technical specialist and then assumed managerial responsibilities. No longer only an individual contributor, he or she now manages and directs the activities of engineering and science units within the organization and has done so for at least five years. Representative titles include: vice president, director or manager of engineering, research or laboratories; project or technical manager; and department head.

METHODS OF INSTRUCTION

The Penn State Engineer/Scientist as Manager program explores a wide variety of leadership philosophies, problems and solutions. Teaching is through lecture, discussion, case study, computer simulations and problem-solving exercises. Faculty members teach in blocks of time, spending about one-half to two days on a subject.

Classes meet weekdays from 8:15 a.m. to 3:45 p.m. and on Saturday until noon. Late afternoon and evening sessions are scheduled for group work and speakers. Approximately two hours of preparation time are necessary each evening for the following day's classes.

FACULTY

Approximately 15 faculty include members from Penn State's Smeal College of Business Administration's graduate faculty, distinguished professors from other leading universities and business leaders. All have extensive backgrounds in working and consulting with businesses and government, many on an international basis.

Upcoming program dates: March 8-20, 1992; October 25-November 6, 1992; February 21-March 5, 1993; October 31-November 12, 1993. Each session is two weeks long and can accommodate 42 participants.

Program for Executive Development

PHILOSOPHY/SUBJECT MATTER

A growing number of early-career, high-potential executives are being identified by their companies as key decision makers with the ability to take on broad-based managerial responsibilities. Typically, these "fast-track" executives have displayed superior technical and leadership skills. They have excelled in one or two functional areas within the company. Future success will depend on their ability to continue to excel in a fast-paced, global business environment.

However, many of these high achievers have a common problem--rapidly expanding responsibilities have prevented them from taking full advantage of the learning that can be gained from cross-functional assignments and other rotational job experiences.

The Penn State Program for Executive Development is a unique program for rising executives. The program is designed to provide the type of broad-based, general management educational experience that historically has been reserved for later-career executives. The focus is on the integration of key functional areas to develop global competitive advantage. Issues in effective general management are explored, with an emphasis on the integrative, cross-functional perspective necessary to achieve superior organizational performance.

PROGRAM OBJECTIVES

- Improve leadership and team-building capabilities
- Develop a broader managerial perspective and increased capacity to assume additional general management responsibilities
- Enhance understanding of the development and implementation of corporate and business unit strategy
- Increase effectiveness in working with people at all levels, both inside and outside the organization
- Evaluate accounting and financial management techniques used to analyze strategic business alternatives
- Develop an integrative, multifunctional management perspective
- Expand understanding of competitiveness in a global business environment

- Broaden insights into the economic, political and social forces affecting management planning and corporate decision making
- Build confidence through interaction with outstanding faculty and other successful executives from diverse companies and cultural backgrounds

PROGRAM CONTENT

- Strategic Management
    - Corporate Strategy
    - Strategy Implementation
    - Competitive Analysis
- Management Processes
    - Managerial Leadership and Motivation
    - Effective General Management
    - Business Ethics
    - Leadership Through Team Building
- Functional Management
    - Financial Planning and Control
    - Financial Policy
    - Quality and Productivity
    - Marketing and Competitive Strategy
- Multidimensional Thinking
    - International Business and Finance
    - The Changing Business Environment

Special Features:	Outdoor Leadership Experience
	Computerized Business Simulation
	Executive Health and Fitness Program
	Partners Program

PARTICIPANTS

Participants typically have outstanding records of achievement in one or two functional areas and have been identified as possessing superior general management potential. Most participants are early-career executives who have between eight and eighteen years of business experience. In addition, each must have a minimum of five years of management experience beyond first-line supervision. Representative titles include: division vice presidents and general managers; vice presidents and directors of marketing, finance, operations, engineering and research and development; and district, product, plant, marketing and financial managers.

METHODS OF INSTRUCTION

The Penn State Program for Executive Development explores a wide variety of leadership philosophies, problems and solutions. Teaching is through lecture, discussion, case study, computer simulation and problem-solving exercises. Faculty members teach in blocks of time, spending about one-half to two days on a subject.

Classes meet weekdays from 8:15 a.m. to 3:45 p.m. and on Saturday until noon. Late afternoon and evening sessions are scheduled for group work and speakers. There is a long weekend break at the end of the second week. Approximately two hours of preparation time are necessary each evening for the following day's classes.

FACULTY

Approximately 15 faculty include members from Penn State's Smeal College of Business Administration's graduate faculty, distinguished professors from other leading universities and business leaders. All have extensive backgrounds in working and consulting with businesses and government, many on an international basis.

Upcoming program dates: June 7-July 3, 1992; June 6-July 2, 1993. Each session is four weeks long and can accommodate 42 participants.

Program for Strategic Leadership

PHILOSOPHY/SUBJECT MATTER

This program addresses ways to use strategic thinking and management teams to enhance organizational competitiveness and effectiveness. It focuses on the importance of thinking strategically--using a heightened awareness of the strategic directions and capabilities of the firm to predict, observe, interpret and proactively deal with change. Moving beyond strategic thinking, the program also examines how corporate directions can be implemented through enhanced leadership and team-building skills.

PROGRAM OBJECTIVES

- Strengthen individual effectiveness in leadership, decision making and strategic planning
- Increase understanding of corporate strategy development and implementation
- Improve participants' ability to communicate organizational goals and directions and build managerial commitment to those directions
- Analyze the relationship between corporate strategy and management styles and processes
- Promote a general management perspective among participants
- Enhance participants' ability to manage organizational change

- Develop strategies for building high-achieving management teams
- Establish objectives for career growth and development for participants and the managers who report to them

PROGRAM CONTENT

- Managing the Cycles of Leadership
- Dimensions of Managerial Effectiveness
- Corporate Strategy
- Managerial Decision Making
- Managing Change
- Cross-Cultural Management
- Developing Excellent Organizations
- Managerial Communication Strategies and Employee Performance
- Executive Management Styles, Reward Systems and Team Building

Special Features: Computerized Business Simulation
Circular Feedback Analysis
Outdoor Team-Building Exercise

PARTICIPANTS

For mid-career, upper-middle and senior-level executives at the corporate, group, division and plant levels who are responsible for contributing to the vision and long-term development of the firm. Those who benefit most from this program are general managers and executives at or near the top of their functional areas. Participants typically have at least eight years of high-level management experience.

METHODS OF INSTRUCTION

The Penn State Program for Strategic Leadership explores a wide variety of leadership philosophies, problems and solutions. Teaching is through lecture, discussion, case study, computer simulations and problem-solving exercises. Faculty members teach in blocks of time, spending about one-half to two days on a subject.

Classes meet weekdays from 8:15 a.m. to 3:45 p.m. and on Saturday until noon. Late afternoon and evening sessions are scheduled for group work and speakers. Approximately two hours of preparation time are necessary each evening for the following day's classes.

FACULTY

Approximately 15 faculty include members from Penn State's Smeal College of Business Administration's graduate faculty, distinguished professors from other leading universities and business leaders. All have extensive backgrounds in working and consulting with businesses and government, many on an international basis.

The Pennsylvania State University **Albert A. Vicere**

Upcoming program dates: May 10-22, 1992; March 14-26, 1993. Each session is two weeks long and can accommodate 42 participants.

Executive Management Program

PHILOSOPHY/SUBJECT MATTER

This program is an intense exploration of the policy-level perspective required of today's business leaders. The program encourages executives to: think strategically and globally; encompass the scope of the entire business across all of its functions; assess the external environment and its impact on the future directions and success of the business; think multidimensionally, with an ability to look beyond the narrowness of functional, company, industry and cultural barriers; and provide leadership through an improved ability to build, direct and manage networks of competent, motivated people.

PROGRAM OBJECTIVES

- Improve leadership ability to work with people at all levels of the organization
- Develop a broader managerial perspective and increase capacity to assume additional general management responsibilities
- Expand understanding of the global business environment and the nuances of conducting business on a global scale
- Sharpen decision-making abilities, both by improving qualitative judgments and developing greater command of analytical techniques
- Develop a more comprehensive business understanding by examining policy problems and strategic planning from the viewpoint of the total organization, rather than a narrow departmental or divisional focus
- Discuss financial analysis techniques for optimal financial management, increased shareholder value and long-term business development
- Broaden, deepen and expand insights into the economic, political and social forces affecting management planning and corporate decision making
- Encourage a broad-based, multifunctional perspective to help in formulating and implementing organizational goals and directions
- Promote a higher level of confidence by providing opportunities to discuss business problems and opportunities to interact with successful colleagues and an outstanding faculty from around the world

PROGRAM CONTENT

- Strategic Management
    - Corporate Strategy Formulation
    - Competitive Strategy
    - Strategy Implementation
    - The Global Business Environment
- Operational Effectiveness
    - Financial Planning and Control
    - Financial Policy
    - Quality and Productivity
    - The Economic Environment
- Multidimensional Thinking
    - Context of General Management
    - International Business and Finance
    - Business/Government Interface
    - Business/Society Interface
- Network Building
    - Leadership and Organizational Development
    - The Challenge of the Future
    - Leadership Through Team Building

Special Features: Outdoor Leadership Experience
Computerized Business Simulation
Executive Health and Fitness Program
Partners Program

PARTICIPANTS

Participants are upper-middle and senior executives who make or influence strategic decisions at corporate, group, division and plant levels. Titles include: executive, group or division vice president; vice president or director of functional areas such as manufacturing, marketing and human resources; and product or plant manager. Participants should have at least eighteen years of successful business experience and eight years in middle management or above.

METHODS OF INSTRUCTION

The Penn State Executive Management Program explores a wide variety of leadership philosophies, problems and solutions. Teaching is through lecture, discussion, case study, computer simulations and problem-solving exercises. Faculty members teach in blocks of time, spending about one-half to two days on a subject. Classes meet weekdays from 8:15 a.m. to 3:45 p.m. and on Saturday until noon. Late afternoon and evening sessions are scheduled for group work and speakers. There is a long weekend break at the end of the second week. Approximately two hours of preparation time are necessary each evening for the following day's classes.

FACULTY

Approximately 25 faculty include members from Penn State's Smeal College of Business Administration's graduate faculty, distinguished professors from other leading universities and business leaders. All have extensive backgrounds in working and consulting with businesses and government, many on an international basis.

Upcoming program dates:
WINTER SESSIONS: January 12-February 7, 1992; January 10-February 5, 1993
SUMMER SESSIONS: May 10-June 5, 1992; July 12-August 7, 1992; May 2-28, 1993; July 11-August 6, 1993
TIME-PHASED SESSIONS (one week each month): September 13-18, October 11-16, November 8-13, December 6-11, 1992; September 12-17, October 10-15, November 14-19, December 5-10, 1993.
Each session is four weeks long and can accommodate 42 participants.

The Robert K. Greenleaf Center
1100 West 42nd Street, Suite 321
Indianapolis, IN 46208

Larry Spears
Executive Director
(317) 925-2677

WHO IS THE SERVANT-LEADER?

"The servant-leader is servant first . . . . It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead . . . . The difference manifests itself in the care taken by the servant--first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or at least, not be further deprived?"

from *The Servant as Leader*
Robert K. Greenleaf

WHAT IS THE GREENLEAF CENTER?

Originally founded in 1964 as the Center for Applied Ethics, Inc., the Center was renamed the Robert K. Greenleaf Center in 1985. The Center's mission is to fundamentally improve the caring and quality of all institutions through a new approach to leadership, structure and decision making. The servant-leader concept emphasizes increased service to others; a holistic approach to work; promoting a sense of community; and the sharing of power in decision making.

The Robert K. Greenleaf Center also serves to:

- help deepen an understanding of the original ideas of Robert K. Greenleaf and the principles of servant-leadership, via the preservation and promotion of his writings.
- nurture colleagues and institutions by providing a focal point and opportunities to share thoughts and ideas on servant-leadership.
- connect servant-leaders in a network of learning.

Our program includes:

- the sale of booklets, books and videotapes by Robert Greenleaf and others on servant-leadership. A descriptive booklet, titled *The Essays*, lists the various materials which may be ordered from the Greenleaf Center and is available upon request.
- the periodic sponsoring of lectures, conferences and symposia on servant-leadership.
- a quarterly newsletter devoted to keeping our network of servant-leaders informed about the work of the Greenleaf Center and servant-leadership in general.
- publicizing the existence of the Robert K. Greenleaf archival materials for use by researchers (these materials are housed at the Franklin Trask Library, Andover-Newton

Theological Seminary in Newton Centre, Massachusetts).

An affiliated program, the Trustee Renewal Project, is also sponsored by the Greenleaf Center.

The Servant as Leader by Robert K. Greenleaf
A review by Bent Jensen

In this series of short essays, Greenleaf identifies the productive, necessary kind of leader in today's world as one who is first of all a servant to others. He or she is servant in the sense that more is given to others than is taken away. The leader serves others' needs as opposed to being self-serving.

The best test to apply to those presuming to serve others, says Greenleaf, is: do those being served grow as persons; do they become healthier, wiser, freer, more autonomous while being served?

The leader facet of the servant-leader concept is the disposition to take the risks to initiate, to provide the ideology and the structure and, in so doing, go out ahead to show the way. It seems a conscious choice made by future leaders when the issues of identity are faced in the late teens or early twenties.

Greenleaf feels that servant-leaders are not trained, they evolve. Academic learning or step-by-step conscious striving, while of some value, does not provide the kind of support that growth in leadership ability requires. Rather, the servant prepares to lead by a process of growth through experience guided by a self-image as a builder and within a conceptual framework that suggests the strengths that will emerge if allowed.

An attribute of the leader is an ability to show the way for others, that he or she is better than most in pointing the direction. The leader always has a goal whether arrived at by group consensus or by the leader's own inspiration and foresight. And the leader always knows and can articulate the goal for those who are unsure.

However, anyone can state goals. By itself, that means nothing. Those who would lead must also elicit trust, especially if theirs is a high risk or visionary goal, because those who follow must accept the risk along with the leader. Such trust comes only when there is confidence in the leader's values, competence (including judgement) and a sustaining spirit that will support tenacious pursuit of the goal.

A number of qualities or skills seem to characterize the leader, says Greenleaf. They include being a discriminating, understanding listener, for without that ability the leader misses some things that need to be known. A good listener remembers the moods and expressions of the other and responds to his or her total expression.

Also, the leader must be able at articulating the important insight or concept. One can act on a concept he or she can't articulate, but to lead one must have the language.

A leader must learn the art of withdrawal--the right time to withdraw from the action and re-orient oneself. It requires sorting out the more important from the less important. It means pacing oneself by appropriate withdrawal in order to make optimal use of one's own resources. The servant-leader must constantly ask, "How can I use myself to serve best?"

Great leaders must have empathy and fully accept those they lead. Such acceptance requires a tolerance of imperfection--anyone could lead perfect people. Those who are led grow taller when they are accepted for what they are and are led by the ablest, strongest and ethically soundest people. Leaders who fully accept those who follow are more likely to be trusted.

A leader must have more than the usual foresight--a leader must know the unknowable. For most important decisions there is an information gap. The leader needs to bridge that gap with intuition. Intuition is a feel for patterns, the ability to generalize based on what has happened previously. The leader knows that hunches are not eternal truths. He or she lives with a concept of past, present and future as a single entity moving through time. The leader is at once, in every moment of time, historian, contemporary analyst and prophet. This leads to foresight and foresight is the lead which the leader has.

Framing all this is awareness--the ability to take in more of what is available of sensory experience and other signals from the environment. When one is aware, there is more than the usual alertness, more intense contact with the immediate situation and a lot more is stored away in the internal computer to produce future intuitive insights when needed. The opening of awareness stocks the unconscious and provides the basis for detachment. With this added armor comes confidence in facing the unknown. In the stress of real life situations the leader can detach and regain composure in a way that permits the creative process to operate--drawing on what has been stored in the internal computer.

Greenleaf points out that the servant becomes leader because he or she needs it to become a whole person. In the foreseeable future he sees some leadership using the servant's power of persuasion and example, and some continuing to use coercive power to dominate and manipulate people. The difference, says Greenleaf, is that the former is used to create opportunity and alternatives so that the individual may choose and build autonomy. In the latter, the individual is coerced into a pre-determined path which ultimately destroys autonomy and stifles growth. The trouble with coercive power is that it only strengthens resistance. And if successful, its controlling effect lasts only as long as the force is strong. Only persuasion and the consequent voluntary acceptance are organic.

The servant-leader must be fully human. The servant-leader is functionally superior because he or she is dependable and trusted. Such a leader views any problem in the world as "inside himself," not "out there." The place to start in fixing a flaw in one's world is with oneself. This is a difficult concept for modern man.

Smith College
Northampton, MA 01063

Susan C. Lowance
Director
(413) 585-3060

Smith Management Program

PROGRAM OVERVIEW

The Smith Management Program is an intensive, practical, three-part management education program for committed career women whose increasing responsibilities require knowledge and skills beyond their present level of expertise. Typically participants have moved into first line or middle management positions or are ready for such promotions in the near future.

Through a curriculum that combines theoretical and practical educational experiences, the program enables the woman manager whose responsibilities are expanding to:

- conceptualize and analyze what she already knows and build on those strengths
- acquire new analytical skills and functional competencies necessary to build a broader, cross-organizational perspective
- take risks, change behaviors and test new roles in order to make more effective links between her work and her organization's goals and strategic plan
- function flexibly and efficiently as a general manager in managing critical information, solving complex problems and allocating scarce resources in a rapidly changing environment.

The schedule is designed for minimal disruption to the sponsoring organization. Two three-week summer sessions are linked by an integrative management project that allows practical application of learned skills to a task that benefits the sponsoring organization.

The Smith Management Program recognizes its responsibility to build an intellectual community that respects and learns from the ethnic and cultural differences of its members; its commitment to these goals has marked it as an emerging leader in preparing all women to function successfully in a multicultural workplace.

The high caliber of participants, the interactive design of the curriculum and the continuing involvement of alumnae, all provide participants in the Smith Management Program with a constantly expanding network of information, support and influence among managers in organizations across the country and around the world.

The program awards a certificate upon the successful completion of the interim project and the second summer session.

WHO SHOULD ATTEND

The program is designed for the woman manager who has been identified by her organization as capable of rapid growth.

The intensive summer sessions provide her with the opportunity--rare in the daily demands of her job--to pause, reconsider, experiment and develop. Success in the program requires a strong commitment to personal growth, a capacity for mature reflection, a desire to learn through collaboration with participants from diverse backgrounds and the self-discipline to profit from a demanding curriculum.

Her work experience already demonstrates a high level of expertise in a specialty or function. Preparing to assume new management responsibilities, she requires additional analytical skills and the creation of a broader organizational perspective.

She needs to know more about:

- finance, accounting, budgeting, informational systems, marketing, production operations
- managerial strategies for evaluating and motivating her staff, planning and implementing change, managing a diverse workforce, problem solving and decision making in cross-functional task forces
- the formal and informal structure of her organization, its culture and politics; how to communicate effectively across functional divisions; how to build cooperation and support for her work; how to respond effectively to criticism and competition.

A typical participant may have earned her bachelor's degree in the liberal arts and currently works in human resources, sales, marketing or on the executive staff. Or she may have a degree in engineering, mathematics or computer science and be responsible for technical development, information systems, financial or production areas.

She has five to ten years of organizational experience and may be moving from a highly specialized line position toward managing more people or information. The program is most suitable for the manager who is capable of graduate work but whose current usefulness to the organization would not permit an extended absence for management education. Although a college degree is normally part of the background of each participant, she may have risen to management responsibilities through the organization's supervisory ranks. Her success is based on substantial experience developed on the job rather than formal management training such as an M.B.A.

Because individual learning is enhanced and accelerated by exposure to a diverse group of talented women managers, participants are selected from a broad spectrum of small and large corporations, from private and public sectors and from a national and international geographic pool.

THEMES AND PHILOSOPHIES

The program offers an intensive, fully integrated three-stage curriculum in which each participant learns the essential analytical and behavioral skills of a general manager and progresses toward making business decisions from a strategic viewpoint. The program recognizes the challenges facing general managers in the next decade--doing more work with fewer people, managing with new technologies, creating synergistic teams from a diverse workforce, remaining competitive in a global and increasingly volatile environment. The program provides conceptual models and flexible management strategies to meet these challenges.

Our philosophy assumes that a first rate management education balances classroom learning and management theory with extensive opportunity to apply learning in an organizational setting. The sequence of course work during two intensive summer sessions, an interim year on-the-job project and a capstone integrative management exercise provides a structure for frequent faculty and organizational feedback as the manager masters new tools and develops a cross-functional perspective.

THE SEQUENCE

First Summer Session

During the first summer, the participant takes core courses to gain access to the working vocabulary and methods of functional areas beyond her prior level of experience. She builds a more coherent, comprehensive approach to solving problems and achieving goals. Through key cases integrated across several courses, she analyzes business decisions in each of their dimensions--organizational behavior, finance, marketing and information systems. The analytical courses are complemented by intensive training in oral and written communication skills. Participants test their new resources and broadened perspectives in the Integrative Management Workshop that concludes the session.

Interim Year Project on the Job

The interim project is an opportunity for the participant to develop meaningful work that will move the manager and her organization forward. Within ten months each participant is expected to formulate, implement and evaluate an action plan that demonstrates her ability to integrate functional skills and to think strategically. The project may involve taking a new perspective on responsibilities the manager already has. She may solve a problem or design a process that will improve the work flow or business results of work within her unit or department. Her assignment might take her outside her usual area of specialization to gather information and resources that will help her integrate her work more successfully with other functions or operations.

Throughout the project, the participant has access to suggestions and feedback from a faculty adviser as well as her manager at work. As the participant applies her theoretical insights to realize a tangible organizational goal, the sponsoring organization is profiting from her increased ability to organize her resources and work for greater impact. The program respects the valuable, and often proprietary, information these projects are likely to involve and treats all reports as confidential.

Second Summer Session

In the second summer session, the more experienced manager examines her role in a broader context. Core courses push the participant to apply the theori - and skills learned in the first summer and tested in the interim-year project to more far-reaching analysis and long-range planning. Economics analyzes the total organizational environment; decision analysis seeks to assess uncertainty and manage risk for an organization within a rapidly changing environment. Human resource management applies the principles of organizational behavior to manage changes in the opportunities and resources both internal and external to the company; corporate planning promotes a strategic perspective for each manager's decisions.

In the final general management workshops, participants demonstrate the full range of general management responsibilities in a simulated, realistic environment of uncertainty, risk and necessary cooperation.

Management Simulations

A management simulation is scheduled at the end of each summer session to provide participants with the opportunity to put theory into practice. A negotiation workshop concludes the first summer session, while a general management simulation, such as Looking Glass, Inc., concludes the final session. In a simulated business setting independent of the classroom structure and faculty guidance, participants must analyze problems, assess resources, motivate others, make recommendations as well as analyze the outcomes of their choices. Post-simulation debriefings give participants immediate feedback on their decision making and interpersonal skills. These capstone exercises enable participants to assess individual strengths and weaknesses, to examine their role in group process, and to link these insights to real-life managerial performance.

CORE COURSES

Marketing

This course provides an introduction to marketing strategy and an overview of the functions of marketing management. Within the fundamental framework of "competitive advantage," participants study new product development, marketing research, pricing, channels of distribution, promotion and public relations and diversification for mature businesses. Case discussion is a primary tool for this course, and key focus cases may be integrated with finance, economics and decision analysis courses.

Organizational Behavior

Executives throughout their careers have to create and manage groups of people. Increasingly, the people being managed are highly educated professionals who may have more technical expertise, authority or experience than the manager. Throughout organizations, people are being asked to work within new team structures. Behavioral science theory and real managerial problems are used to improve group decision making, to help a group adapt to its environment and to create effectively functioning teams.

Finance

This course focuses on the interpretation of corporate financial statements for early recognition of weaknesses and potential problems. Participants learn to identify key items and ratios on the income statement and balance sheet of a business in order to appreciate how management policies, including those involving credit and pricing, affect financial results. This course uses computerized spreadsheets to analyze finance and accounting cases and to gauge the impact of changes in external conditions (such as interest rates) and internal policies (such as credit terms) on projected financial statements.

Economics
This course covers the core theories of micro and macroeconomics with a strong emphasis on applications and the often unasked "so what" questions. Participants learn that success or failure may sometimes depend on forces outside their organizations. By examining the larger economic system in which any business exists, they learn to ask the appropriate questions about economic issues and are more likely to look outside their organizations when evaluating situations and planning responses.

Decision Analysis
Managers are decision makers who frequently must act without full information and who need to learn the art and science of decision making under uncertain conditions. Course topics include probability (the language of uncertainty), decision trees (a basic tool of decision analysis) and Monte Carlo simulation (a tool for modeling all possible future scenarios). Computers enable participants to practice using decision trees and experiment with various uses of simulations, including new product introduction and competitive bidding.

The Computer as a Management Tool
This integrative course is designed to teach managers to use the computer as an analytical tool to solve problems that are posed in the finance, marketing or quantitative methods courses such as a break-even analysis for marketing and a forecasting model for finance. There is unlimited access to personal computers and a range of state-of-the-art software.

Oral Communications
The oral presentation workshop emphasizes the relationship between logical argument and effective delivery. A structural model that links problem solving and presenting is developed to produce a framework for evaluating and improving delivery skills. Participants have the opportunity to learn about their strengths and their potential for development through extensive video and peer feedback.

Writing as a Management Tool
This highly interactive course is designed to increase the manager's effectiveness and confidence in writing. Through group analysis of participants' actual on-the-job writing, appropriate writing strategies are matched to key management functions, such as reporting, delegating, negotiating and evaluating. Each manager learns to critique, edit and revise her own and others' writing for greater clarity and impact. Writing skills play a key role in the interim project as tools for problem solving, summarizing, organizing and self-analysis.

PHYSICAL FITNESS PROGRAM

Research confirms that productivity in the workplace and the resilience and morale of the workforce depend on good principles of stress management and life-long habits of regular exercise and good nutrition. The program offers managers a chance to maintain these healthy commitments or to develop new habits to integrate exercise into their demanding daily schedules.

The program offers a comprehensive health and fitness program designed and supervised by faculty from the Smith College Department of Exercise and Sports Studies. Participants may receive professional testing on stress and aerobic condition, body composition and flexibility, and receive recommendations for nutrition and exercise.

Daily supervised activities include an optional 6 a.m. walk/jog, an afternoon aerobics and conditioning class, a workout in the weight training room, along with weekend hikes.

Athletic facilities available for personal recreation include indoor and outdoor tennis courts, jogging trails, a sports complex with squash courts, swimming pool and a two hundred meter track.

LEARNING AND TEACHING METHODS

Faculty members committed to individualized attention within the seminar format encourage the regular practice of new skills and behaviors and offer frequent feedback to participants in every class. One of the most significant benefits of the program's integrated curriculum is that participants consider actual business decisions posed by key case studies from several perspectives, such as finance, marketing, organizational structure and culture and individual management behavior. These case studies, drawn from the most recent professional examination of industry trends and dilemmas, give participants focused practice in analyzing options, making decisions and planning transition.

About eighty to a hundred participants are on campus for each summer session, forty to forty-five in the entering class and the same number in the class returning for the second summer. For all courses in the curriculum, however, the section size rarely tops twenty-five, and in communications and computer laboratories it is often much smaller. During both summers, participants will work intensively with a study group of five to six other members of the class. In addition, all faculty members are available informally for individual conferences.

In daily study group meetings, participants learn to take responsibility for their decisions and to defend their analysis while building consensus with others who may have different perspectives. A lasting value of analyzing management cases in cross-functional study groups is that each participant develops a shared fund of management strategies and acquires a broader organizational perspective than a single manager can gain from her own work experience. She will be expected to participate productively in groups and to learn from others as well as to perform independently.

The close-knit community that develops among participants and resident faculty provides an invaluable opportunity for participants to gain self-awareness, strengthen psychological resources, build networks and share strategies about the role of a manager.

SCHEDULE

The workload during the three-week summer sessions is demanding. Pre-session assignments allow managers with diverse backgrounds to complete essential reading in order to participate fully in seminar discussions. The seminars are highly interactive.

During the program, participants attend four classes each day, Monday through Friday, and two classes on Saturday morning. Non-class time is devoted to preparing case studies in work groups, solving problems with computer systems, reading and writing assignments, individual conferences with faculty and individual or group physical conditioning and stress management.

ADMINISTRATION AND FACULTY

The program faculty is drawn from Smith College, accredited graduate business and management schools and consultants from relevant fields. Various experts in government, economics and business also participate in the program. All have wide, practical experience in a full range of organizations.

Further information may be obtained from:

Program Director
Smith Management Program
Smith College
Northampton, MA 01063
(413) 585-3060
FAX (413) 585-2075

SUNY at Binghamton
School of Management
P.O. Box 6000
Binghamton, NY 13902-6000

Bruce J. Avolio
Director
(607) 777-4181

Kellogg Leadership Program

PROGRAM BACKGROUND

The Center for Leadership Studies at the State University of New York at Binghamton with support from the W. K. Kellogg Foundation will train and evaluate over 400 Southern Tier community leaders over a two-year period beginning in 1991. Through the Kellogg Leadership Program, community leaders will be trained and developed to be more effective transformational leaders.

Leadership, as it has been commonly practiced over the last forty years, involves an exchange relationship between leader and follower. In this relationship, leaders identify and clarify objectives for their followers, indicate how these objectives can be achieved and reward followers for meeting these objectives. However, in most communities, public officials, executive directors of not-for-profit agencies and even business managers often lack the resources to optimize the exchange relationship. Additionally, many community organizations depend on the efforts of volunteers--individuals whose efforts are likely to be motivated by factors other than an exchange of rewards for achieving a certain level of effort and performance.

In contrast, the Kellogg Leadership Program develops transformational leaders which are leaders who:

- establish goals and objectives with the intent of developing followers into leaders;
- raise the consciousness level of followers about the importance and value of specific goals and how to reach them;
- inspire followers to go beyond their own immediate self-interests for the sake of the mission and vision of the organization; and
- motivate followers to do more than originally expected.

The Kellogg Leadership Program takes advantage of four assumptions about leadership:

- Effective leadership is a key factor in community development.
- Community leaders can sharpen their leadership skills through training, resulting in more effective community leadership.
- Transformational leaders contribute more to effective community development and appear to consistently generate higher levels of effort and effectiveness from followers.
- Community leaders can be trained to be more transformational and thus collectively more effective.

SUNY at Binghamton **Bruce J. Avolio**

This leadership model and training program, developed at SUNY-Binghamton, have been tested and shown to have a significant impact on improving leadership effectiveness and performance in both profit and not-for-profit organizations in the United States, Canada, Europe, India, New Zealand and Japan.

ABOUT THE PROGRAM

The Kellogg Leadership Program is aimed at improving transformational leadership abilities. The training program concentrates on providing an in-depth understanding of a comprehensive model of leadership uniquely suited to developing both leaders and followers to their fullest potential. The program is applicable to any organization.

Transformational leaders:

- maintain and communicate a vision of where their organizations are heading;
- mold values and heighten the commitment of their followers without the promise of new rewards;
- influence others to view problems from new perspectives, and often as opportunities;
- concentrate on the development of followers; and
- obtain performance from followers that is at the high end of the follower's potential.

Program participants learn the concepts underlying transformational leadership and apply this knowledge to the development of their personal leadership skills. Feedback from individual assessment instruments is used to generate individualized leadership development plans. Sufficient amounts of practice and feedback are incorporated into the program to provide the skills necessary to develop the basics of effective leadership as well as the components of transformational leadership which maximize the performance and development of followers.

Participation in the Kellogg Leadership Program provides:

- an in-depth examination of the participant's leadership and interpersonal style;
- confidential comparison of the participant's styles to that of other program participants and national norms;
- knowledge to help the participant structure and implement a leadership development plan to increase the participant's leadership effectiveness; and
- methods and strategies for maintaining and improving the participant's leadership performance.

WHO SHOULD ATTEND

Individuals serving in a leadership role from a cross section of organizations are eligible for the Kellogg Leadership Program. Program participants will be leaders who impact their community through their efforts in organizations such as the arts, business and industry, churches, government, healthcare, private foundations, schools, social services, sports and recreation and other not-for-profit agencies contributing to the improvement of a community's quality of life.

The Kellogg Leadership Program solicits the nomination or self-nomination of individuals who have the commitment and motivation to serve their community, and either:

1. **serve in a full-time leadership role in a public sector or not-for-profit organization.** Some examples of the titles held by individuals in this category are: chief of police, city council member, chair of a legislative committee, director of public works, executive director of a not-for-profit organization, high school principal, pastor, director of economic development, hospital administrator, etc. *...or...*
2. **work full-time in the private sector and serve in a voluntary leadership position for a public sector or not-for-profit organization.** Some examples of the titles held by individuals in this category are: chair of a governmental task force, president/chair of the board of directors for a not-for-profit agency or organization, chair of a development campaign, president of a parent-teachers organization, chair of a community recreational sports league, etc.

PROGRAM FORMAT

The training program is conducted in two three-day workshops. Included in the training program are a pre-assessment, a three-month planning interval between the two training workshops and follow-up after completion of both workshops. A pre-assessment battery is used to collect data from the leader and the leader's followers/colleagues concerning the leader's style of leadership and the structure of the leader's organization.

Assessment tools used in the program provide feedback on:

- followers, peer and self ratings of participant's leadership style using the Multifactor Leadership Questionnaire (MLQ)
- self ratings of personality and interpersonal style using the Myers-Briggs Type Indicator (MBTI), Self-Monitoring, Locus of Control and Humor Questionnaires
- resistance to delegate and develop followers
- organizational blockages to transformational leadership
- inhibitors to innovation and creativity
- facets of organizational behavior and cultural perceptions that support transformational leadership

The first three-day workshop consists of a Basic Workshop during which participants:

- are introduced to the transformational leadership model
- are provided with their own personal leadership profiles
- experiment with new leadership behaviors
- develop their own leadership development plan

The second three-day workshop is held approximately three months following the first session. This interval of time is provided so that participants can begin implementing and testing their personal leadership development plan. During this interval, the Kellogg Leadership Program staff is available to program participants for individual consultation and assistance. In the second three-day workshop, the Advanced Workshop, participants:

- reevaluate their personal leadership plan
- receive additional data regarding personal characteristics relevant to improving their leadership style and performance
- diagnose key areas of their leadership behaviors in which transformational leadership behaviors can be introduced or strengthened
- learn strategies for further development of transformational leadership behaviors

Each program participant will be surveyed three to six months after the conclusion of the Advanced Workshop to identify differences in the participant's leadership behavior, interpersonal style, etc., and to assess the impact of these changes on the participant's followers and respective community organization.

TUITION

Tuition for the six-day Kellogg Leadership Program and one year of follow-up is $700. Tuition can be paid by the participant's employer, sponsoring organization or by the participant. Tuition covers instruction, materials, assessment methods, parking and meals associated with the delivery of this program. Flexible payment plans and scholarships are available.

The Union Institute
College of Undergraduate Studies
1818 First Avenue
San Diego, CA 92101

Joan Murry
(619) 236-8501

Seminar in Leadership Studies

The Union Institute provides the nontraditional learner with individualized tutorial programs at both the baccalaureate and doctoral levels. The College of Undergraduate Studies of The Union Institute offers an opportunity for mid-career professionals to complete either the Bachelor of Arts or the Bachelor of Science degree. Both independent study and seminars build on previous learning and emphasize both the professional and personal growth of the returning learner.

DESCRIPTION

Seminar in Leadership Studies offers an interdisciplinary approach to the study of leadership theory and practice. Purposes of the course include: to gain an understanding of and ability to analyze and critique approaches to leadership theory and practice; to recognize effective leadership; to understand the value and application of self-knowledge; and to develop or enhance personal leadership skills and abilities.

OBJECTIVES

Upon completion of the seminar, the learner will be able to:

- compare various definitions of leadership and formulate a personal definition of leadership
- analyze historical, philosophical and theoretical aspects of leadership
- name and describe leadership styles and assess their effectiveness
- describe organizational structures that are congruent with various styles of leadership
- describe the role of the leader in promoting change
- understand resistance to change and describe ways to promote innovation and change
- explain the importance of communication, goal setting, vision and trust in effective leadership
- analyze ethical considerations in leadership practice
- evaluate personal leadership skills and abilities

METHODS

Topics are introduced through assigned readings, videos, experiential exercises and learner presentations. Seminar participants are expected to attend all sessions and participate in class discussions, facilitate at least one class meeting, produce a talking paper for each major component and complete both an oral and written presentation on a topic in leadership study. A self-assessment is required that describes and evaluates the participant's learning experiences and personal leadership skills and abilities.

SEMINAR COMPONENTS AND ASSIGNED READINGS

The Nature of Leadership

Topics: The nature of leadership, leadership definitions, leader strategies, leadership research and a general overview of the course.

Readings:

Barbara Kellerman, *Leadership: A Multidisciplinary Approach*, Forward by James MacGregor Burns and Introductory Remarks.

Rosenbach and Taylor, *Contemporary Issues in Leadership*: Ch. 1, "Where Have All the Leaders Gone," Warren Bennis; Ch. 2, "The Tasks of Leadership," John Gardner.

Gary Yukl, *Leadership in Organizations*: Ch. 1, "The Nature of Leadership."

Bennis and Nanus, *Leaders: The Strategies for Taking Charge*, "Attention Through Vision."

Experiential Component: Abraham Lincoln, "Gettysburg Address" and Martin Luther King, Jr., "I Have a Dream."

Overview of Leadership Theory and Research

Topics: Overview of leadership research including theories of James MacGregor Burns on transactional and transformational leadership.

Readings:

Rosenbach and Taylor, *Contemporary Issues in Leadership*: Ch. 5, "A Century of Leadership Research," Gary Yukl; Ch. 6, "Charismatic and Consensus Leaders," Abraham Zaleznik; Ch. 7, "Conjecturing About Creative Leaders," Morgan W. McCall, Jr.

Gary Yukl, *Leadership in Organizations*: Ch. 10, "Charismatic and Transformational Leadership."

Bennis and Nanus, *Leaders: The Strategies for Taking Charge*, "Meaning Through Communication."

Presentation: Video: Joel Barker, "Paradigm Shift."

Leadership and Ethics

Topics: Ethics of capitalism, business ethics and values; A framework for leadership and ethics (William Hitt, *Ethics and Leadership*).

Readings:

Rosenbach and Taylor, *Contemporary Issues in Leadership*: Ch. 19, "The Language of Leadership."

Business Ethics (1990), March/April and July/August [handouts]: "My Name is Doug

Adams. I am a Convicted Felon"; "How to Cut 10,000 Jobs Without Layoffs"; "A Law Firm Where Everyone's a Partner"; "The Tao of Management," Peter B. Vaill; "Capitalism at Its Best," Marjorie Kelly; "The Corporation as a Just Society," David W. Ewing.

The Futurist, 1990, September-October, "Convergence: The Coming Together of Humanity," Frank Snowden Hopkins.

Bennis and Nanus, *Leaders: The Strategies for Taking Charge*, "Trust Through Positioning."

Experiential: Values Assessment

Looking at Leaders and Leadership

Topics: Overview of organizational, historical, biographical, political, feminist and psychological leadership study. Exploring the "born or made" question.

Readings:

Rosenbach and Taylor, *Contemporary Issues in Leadership*: Ch. 12, "Would Women Lead Differently?," Virginia Schein; Ch. 13, "The Leader Who Knows How Things Happen," John Heider; Ch. 14, "Classic Tales of Captains, Castles . . . and Corporations," Beverly Kempton; Ch. 17, "Absentee Charismatic Leadership: Khomeini, Gandhi, and Mandela," William E. Rosenbach and Sharon Hayman; Ch. 8, "When Leadership Collides with Loyalty," James M. Kouzes; Ch. 9, "In Praise of Followers," Robert E. Kelly; Ch. 10, "What Makes for Magic Leadership," David A. Nadler and Michael L. Tushman.

Bernard Bass, *Leadership and Performance Beyond Expectations*, Ch. 11.

Bennis and Nanus, *Leaders: The Strategies for Taking Charge*, "Deployment of Self."

Experiential: Sharing of personal visions

Leadership Development and Education

Topics: Lessons from psychology and adult development theories.

Readings:

Rosenbach and Taylor, *Contemporary Issues in Leadership*: Ch. 3, "The Leadership Gap," Abraham Zaleznik; Ch. 4, "Thinking and Learning about Leadership," Thomas E. Cronin; Ch. 16, "Transactional and Transformational Leadership: A Constructive Developmental Analysis," Karl W. Hunhert and Philip Lewis; Ch. 11, "Mentoring: A Gateway to Leader Development," William E. Rosenbach; Ch. 18, "Visionary Leadership: A Perspective from Education," Marshall Sashkin.

"Adult Leadership and Adult Development: A Constructionist View," Robert Kegan and Lisa Laskow Lahey (in Barbara Kellerman).

Robert Terry's Diamond Model.

Experiential: Heinz Dilemma and Discussion

Leadership for the Future

Topics: "Who Speaks for the Future?" (Burt Nanus); "Transformations" (Robert Bellah, Marilyn Ferguson)

Readings:
John Adams, *Transforming Leadership*, Ch. 1, 2, 3, 4 and 17.
Frank Rose, "A New Age for Business," *Fortune*, October 8, 1990.

Experiential: Audiotape and discussion: Characteristics of the transformed person. From Wayne Dyer, "Transformations."

Learner Presentations

Learners will select a leadership project that is of personal or professional interest. The samples below are provided to suggest various approaches. Select one of these or another topic of your choice. Prepare a fifteen to twenty page documented paper; prepare a summary or outline version of your project for your class presentation.

Sample Projects:

1. Research paper on theories of leadership, group dynamics, followership, feminist leadership or some other dimension of leadership study
2. Annotated bibliography of an area of leadership study of interest to you
3. Read a biography or autobiography of a leader. Report on your readings using concepts from the assigned readings.
4. Interview a community or organizational leader and report on your findings (see instructor for details).
5. Research project based on a leadership questionnaire (Bass, for example)
6. Case Study: Select an organization/group for observation and analyze in terms of vision, mission, communications, group member relations, leadership style, etc.

Western Behavioral Sciences Institute
University of California, San Diego
9500 Gilman Drive
La Jolla, CA 92093-0055

Richard Farson
President
(619) 534-0904

International Leadership Forum

For more than three decades Western Behavioral Sciences Institute has pioneered research into such areas as education, leadership, group behavior, organizational communication, international negotiation, conflict resolution, crime prevention, family life and urban problems. In the eighties this work turned toward exploring the relationship between communication and community; specifically, the ways advanced communication technology, when linked to computers, can be used to create electronic communities to meet a variety of pressing social problems. Western Behavioral Sciences Institute has several projects currently operating as well as some under development. The International Leadership Forum (ILF) is described below.

The International Leadership Forum is an electronic community composed of those senior level decision makers whose vision will guide their organizations into the future. The Forum continues to grow since its inception in 1982 to include leaders from all sectors of society and all regions of the world: corporations, government, military, universities, research centers, social agencies and foundations.

Within the past two decades, the requirements of leadership have changed dramatically. The International Leadership Forum enables its members to gain the necessary knowledge and skills to meet these new requirements by providing:

- **Immediate access to a range of experience and expertise not available within the human resources of one's own organization**

  The demands upon the modern executive require not just information, but continuing access to the opinions, experience, advice and interpretations of a wide variety of experts. The faculty and Fellows of the International Leadership Forum provide just this kind of expertise, in a form that makes it both immediately available and highly useful. They represent a resource so rich in experience and intellectual power that if it were thought of as a stable of consultants it would be unaffordable even by the largest of organizations.

- **Command of the new communications technologies that will determine the future of executive action and organization design**

  Fellows of the ILF gain hands-on experience with the new computer-based communications technologies that are reshaping today's organizations from top to bottom, learning about these advances not just from the content of the program, but from its form as well.

- **Knowledge of the interdependent psychological, social, political, technological, economic and ecological factors shaping the environment in which executive decisions are embedded**

  The ILF program recognizes that the knowledge needed by the modern executive includes a broad understanding of national and international issues, of the problems and possibilities of new technologies, of environmental concerns and social movements, a sensitivity to changing values, and a perception of how all these elements are interrelated.

- **New approaches to managing the complexities, paradoxes and dilemmas that increasingly characterize the tasks facing today's leaders**

  The ILF program also recognizes that thinking strategically requires more than analytic skills--it requires the ability to think interpretively, i.e., taking the long view, seeing situations in context, understanding decisions in the sweep of history that preceded and will follow them and grasping the deeper philosophical and value issues that underlie executive action.

To accomplish these objectives, the International Leadership Forum combines residential meetings in La Jolla, California, with a continuing program of computer-based teleconferences. Both provide opportunities for ILF members to explore issues and challenges and to gain the critical thinking abilities necessary to develop leadership strategies appropriate not only for contemporary situations but for the 21st century.

An informal and relaxed week-long series of meetings are central to the International Leadership Forum. Held annually, in the seaside village of La Jolla, these meetings prove invaluable to ILF members on several levels:

- The meetings provide members an opportunity to meet and interact face-to-face with influential and thoughtful leaders from diverse fields.
- The relaxed atmosphere encourages free-spirited communication with other members in an open forum setting.
- Spouses are encouraged to participate fully in all meetings.

During the meetings, attendees consider a broad range of issues introduced by ILF faculty and other noted speakers via a brief presentation/discussion forum. All participants become familiar with the computer conferencing techniques they will use throughout the year to participate in electronic teleconferences.

The use of computer-based teleconferencing allows ILF members to maintain and broaden contacts initiated at the La Jolla meetings and provides the medium for continued dialogues begun during that week. An electronic network links the individual members of the ILF through computers located in their homes or offices. New members easily learn the techniques that allow access to the discussions conducted on the electronic network.

The benefit of this powerful new medium is its asynchronous nature; it is not necessary for members to coordinate their schedules and participate in the teleconferences at the same time, but instead participate at times of their own convenience. This unique form of linkage sustains the international community of the ILF despite the geographic dispersion and busy schedules of its members. Teleconferences are conducted throughout the year on a variety of topics and for varying lengths of time.

For further information on the ILF or other programs, contact Richard Farson.

University of Denver
University College
2327 E. Evans
Denver, CO 80208

Ellen K. Waterman
Director, The Institute
(303) 871-3978

Leadership for the 21st Century

We are now in the midst of massive changes occurring in the way business is being conducted worldwide. The only way to successfully compete in this economic environment is to produce a very high quality product with extremely consistent attention to excellence in service. What makes an organization able to create such an environment in the workplace? Leadership--principled leadership which exemplifies the highest ethical standards and inspires and empowers others to be the best they can be.

Leadership for the 21st Century is designed to enable participants to build on knowledge and insights gained from years in their organizations. Core courses expand notions already held about leadership while exploring new concepts. Instructors are themselves on the front lines of developing technology and skills in leadership. This program is designed to greatly expand the student's capabilities to become the type of catalytic leader who can propel an organization into successful interaction in the marketplace of tomorrow anywhere in the world.

CERTIFICATE IN LEADERSHIP FOR THE 21ST CENTURY

A Certificate in Leadership for the 21st Century may be earned through successful completion of at least 18 quarter hours of study as follows: 13 credit hours earned for the four core courses and an additional 5 credit hours chosen from Seminars and Leadership in Action courses.

This program can be entered in any quarter and can be completed in one year. It is necessary to submit a Certificate Letter of Intent with the Admission Office. Graduate credits earned in this program may be applied toward the Master of Special Studies in Applied Communication in consultation with that Division Director.

CORE COURSES

Effective Leadership Skills
UCIN 4204--4 quarter hours

The focus of this class is on leadership style assessment and skill building on a broad spectrum. Examination of past research theory and current topics such as group dynamics, team building, conflict management and interpersonal communication, will provide the student with the basis for solid growth towards capability enhancement. This class will also introduce the other program topics of power, ethics and vision.

Power: Creative Use and Destructive Abuse
UCIN 4202--3 quarter hours

A general framework for using personal leadership power and for empowering others (power sharing) is the focus of this course. Various culturally-based power models will be examined. Additional topics include the variety of shapes and form of power, the nature of power in human relationships, the impact of power on personal and organizational life, and the negative impact on productivity and employee self-esteem resulting from the misuse of power. Through discussions, presentations and structured exercises participants will identify and tap personal sources of power and learn to mobilize and direct their own power for effective leadership.

Integrity and Influence: Ethical Leadership
UCIN 4203--3 quarter hours

The focus of this course is on key concepts which are the foundation of an ethical system for leadership. These include a personal and culturally appropriate ethical code of leadership behavior, as well as an appreciation and sensitivity to the interests and feelings of others. Fundamental questions of "power for what ends" and "by what means" will be addressed. Case studies will play a central role in this course.

The Importance of Vision
UCIN 4201--3 quarter hours

The great leaders of all time have been characterized by a strong personal vision which synthesized an already present need for change. Strongly felt vision is a driving force, a source of energy and power to create movement and change. In this demanding course, highly interactive exercises are designed to stimulate introspection and focus on the self where vision arises. This course will facilitate identification of a personal vision and further explore how that vision can change life from reaction to action, from "getting by" to dynamic self-direction, which is the core of leadership.

LEADERSHIP IN ACTION

Leadership in Action: Creating Change in Organizations
UCIN 4215--3 quarter hours

Change in all aspects of life is no longer an isolated event but an ongoing phenomenon. In order for an organization to remain viable in this environment, rapid and effective response mechanisms must be built into the general operating procedures. This course will examine the particular leadership requirements for creating and managing change. It will include a study of the dynamics of organizational change, critical leadership steps in a change process, the "change spectrum," or options for creating change, facilitative leadership and coalition building and stakeholder analysis.

University of Denver **Ellen K. Waterman**

Leadership in Action: Outward Bound
UCIN 4208--1 quarter hour

The current trends in leadership indicate a shift away from the traditional command-and-control model to what many experts term transformational leadership, characterized by leaders who take a more facilitative role to realize both personal goals and the goals of co-workers. This course is designed to experientially demonstrate the concepts of transformational leadership. The emphasis is on personal challenge, empowerment, teamwork and relating the concepts of transformational leadership to the workplace. The course is presented at the Leadville base camp of the Colorado Outward Bound School.

Leadership in Action: Strategic Planning
UCIN 4216--3 quarter hours

Essential to good business is the process whereby an organization clarifies or redefines itself and its goals and formulates its strategy for success. This process of strategic planning is complex and, when done well, involves all sectors of the organization. Leadership is required for the execution of an effective planning process and, subsequently, its implementation. This course will look at organizational planning and how leadership is the key ingredient in attaining effective results. It will also look at strategic planning as a tool for critical constituency development.

SEMINARS

Men in Leadership: Traditions and New Perspectives
UCIN 4212--1 quarter hour

Traditional styles of leadership in the business world have been developed and modeled largely by men. Now that there is a significant influx of women in the workplace, new styles of leadership are emerging. According to new research by Judy Rosener, "These new managerial women are drawing on what is unique to their socialization as women and creating a different path to the top." This course will look at the emerging phenomena and propose ways of incorporating into one's own style the best of both.

Women's Leadership: The Gift and the Promise
UCIN 4210--1 quarter hour

John Naisbitt, in *Megatrends 2000*, says that the next century will see the establishment of women as leaders in all aspects of our society. This course addresses such questions as: What is characteristic of women's leadership style, what are its strengths and its shortcomings? How can these strengths be used to influence events?

University of Denver **Ellen K. Waterman**

Transforming Leadership
UCIN 4211--1 quarter hour

This course provides a framework for thinking about and understanding leadership and the role of power, vision, ethics and spirituality. It constitutes an excellent overview of the **Leadership for the 21st Century** program and, further, will examine a model of leadership which can transform today's organizations.

SECTION D

PROGRAMS FOR COMMUNITY LEADERSHIP

Our quality of life is dependent upon the development of leaders who are responsible and informed citizens. As our society continues to be plagued with social and economic ills, this task becomes a much tougher and complex one. The nature of developing programs on community leadership is that the needs from one community to the next are so different that models that work in one arena do not necessarily work in another.

Two of the four programs described in this section are ones that have been developed specifically to meet the unique needs of their surrounding community. Each is committed to staying abreast of the changes taking place and developing tailored programs to meet specific needs. The other two programs focus on leadership skill development of current and emerging community leaders. Greater understanding of oneself and one's impact on others as well as knowledge about the community development process are necessary components to more effective community leadership.

TABLE OF CONTENTS

Concordia College, Moorhead, MN - David K. Martin 300
Variety of leadership programs designed to benefit Eastern North Dakota and Northwestern Minnesota.

The Ohio State University, Jackson, OH - David M. Boothe 305
Leadership program for individuals holding elected or appointed public leadership positions.

University of Georgia, Athens, GA - Christine A. Langone 310
County-based program for developing leaders at the grassroots level.

University of Wisconsin, Madison, WI - Lorna C. Miller 313
Network created by multi-disciplinary extension specialists.

Concordia College
Concordia Leadership Center
901 South Eighth Street
Moorhead, MN 56560

David K. Martin
Director
(218) 299-3928

Concordia Leadership Center

The **Concordia College Leadership Center** offers leadership education and development programs and services within the college's corporate territory, which includes northern Minnesota, North Dakota and eastern Montana. Our primary service area approximates the counties that fall within the geographical boundaries of the Eastern North Dakota and Northwestern Minnesota synods of the Evangelical Lutheran Church in America. Our funding comes from a variety of sources, including the college, grant monies, fees for services and the like.

The West Central Minnesota Leadership Program, the Concordia Leadership Center's "flagship program," is the result of a "partnership" between the college and the West Central Minnesota Initiative Fund, a regional foundation. Substantial funding support for the West Central Minnesota Leadership Program is provided by the West Central Minnesota Initiative Fund.

Our mission is to help people of our region to understand and practice leadership in a variety of settings, including their local communities. We do this via a number of "program components," such as Community Lead, Youth Lead, Leadership Development workshops, customized training and consultative services, plus a "speakers bureau." Our theme is "partnerships and possibilities," and we find that our unique location (within a church college on the Minnesota-North Dakota border) and nature (collaborative, and directed toward "college, church and community") lend themselves to a number of collaborative opportunities with other outreach programs in the region.

Some of our most effective work has been accomplished by cooperating with "key partners" in the region and those whose needs we serve. Working together has made it possible to make good use of available resources while reaching a broader audience. Now completing our fourth year of operation, the Concordia College Leadership Center has reached more than 4,000 people who live and work in our region, directly or indirectly, with information, programs and services designed to enhance their ability to understand and practice leadership in a variety of settings.

Examples of our activities and accomplishments include:

- Development and implementation of a Community Lead program for a rural Minnesota county, in cooperation with the Minnesota Extension Service. We believe it is the only one of its kind within our state.
- Our Youth Lead program received the Minnesota Governor's Youth Service Award and was nominated for President Bush's "Thousand Points of Light" award.

- As a result of our Local Issues Discussions program, a community formed a new organization to foster community improvements and to "market" the community.
- A "Speakers Bureau" presentation motivated one community's City Council to appoint high school students as additional members to all city committees.

Following are descriptions of our various programs and services.

COMMUNITY LEADERSHIP

The Center assists interested communities and/or clusters of communities in developing and implementing custom-designed leadership programs suited to the needs of their residents. These might include:

- leadership skills development
- better informed citizens
- more empowered and committed leaders
- increased numbers of emerging leaders
- networking opportunities for cooperative problem solving
- neutral forums for information sharing

Uniform features of a Community Leadership Program are:

- a series of programs (4 to 8) offered periodically to a select audience (many communities plan to offer the series each year to a new group of participants)
- an entity within the community to serve as a home base for the program
- a planning committee representing the diverse constituencies in the community

The Concordia Leadership Center will provide a facilitator to assist communities in designing their program and in finding appropriate speakers for the desired topics. Program design and practical concerns such as number of sessions, time of the year, day of the week and time of the day will be the decision of the local committee.

Consultation is also available to assist with follow-up programs for alumni of the community leadership programs. The Center provides ongoing support with information on available speakers and networking opportunities.

YOUTH LEADERSHIP

Youth Leadership, an ongoing program for leadership and service learning, provides youth and youth oriented agencies additional choices in leadership activities. Focus groups, presentations and experiential activities can be designed and provided upon request.

The purpose of Youth Leadership is to:

- provide an additional tool for leadership development
- develop and foster a network of cooperation between youth oriented agencies
- share additional resource possibilities for agencies, communities and individuals
- build and reinforce the awareness of youth as a resource and integral part of a community

The program encourages participation and ideas from youth in its development and in its future work. Expected results are additional cooperation and networking between youth oriented agencies, increased creative possibilities available to youth and increased enfranchisement for the region.

LEADERSHIP DEVELOPMENT WORKSHOPS

The Concordia Leadership Center will serve as a resource to convene individuals or organizations interested in developing leadership skills or in exploring critical issues. The Leadership Development Workshops are designed to educate or stimulate action in a community or organization through empowering, generating and sharing ideas, and/or providing support toward a specific purpose.

Healthy, viable communities depend on strong, successful organizations that make up those communities. Leadership development for individuals and for groups can contribute to the positive growth of community life. The Center will work with groups or individuals to customize a workshop suited to the needs of the participants.

Goals of the workshops may be focused on outcomes for the individual and/or the group. Depending on the need, emphasis may be given to leadership skills training, exploration of an issue, or a combination of both. The Leadership Center strives to convene participants who will learn and grow from the teaching of experienced instructors and from the interaction of workshop peers.

Examples of previous workshops designed for individual leadership training include:

- **Organizational Leadership Workshop** (2 1/2 days)
  Examines the style and effectiveness of those in positions of leadership within business, education, healthcare, government and other types of organizations. Topics include: planning, goal setting, decision making, conflict resolution, power and influence, communication and ethics.

- **A Personal Focus on Leadership** (1 day)
  Enhances an individual's understanding of his/her own style of leadership.

- **Volunteers--A Resource for Your Community** (1 day)
  Develops skills for working more effectively with volunteers, specifically addressing the concerns of recruitment, retention and recognition.

- **R.E.A.L. Investments** (1 day)
  Workshop for rural women designed to recognize the unique needs of rural women. Objectives are to empower them to grow and change, enable them to accept each other for their diversity and help them find support among themselves.

Examples of workshops designed for group effectiveness include:

- **Rural Boards Development** (1 day)
  Assists boards and managers in working together more effectively. Components of the workshop give attention to the styles of the individuals, the effectiveness of group process and the role of the board in the community.

- **Cooperation in Education** (1 day)
  Brings together educators and school board members to discuss and explore new ways for future cooperation in dealing with the educational issues of today.

The Concordia Leadership Center will act as the convener for Leadership Development Workshops based on an identified need. Consultation is also available to groups or individuals interested in cooperatively designing a program for a specific audience.

ISSUES DISCUSSION

The Issues Discussion provides a neutral facilitator who leads a discussion process within a community or organization. The process is simple and adaptable based on the needs of the group.

The purpose of the discussion is to enable the participants to:

- communicate more effectively
- exchange information, opinions and ideas in a non-threatening environment
- engage in participatory planning and problem solving
- discover and share additional resources available to meet the needs of the group

Expected results of the discussion are to strengthen communities based on shared perceptions, goals and vision for the future, and regenerate the desire, interest and appreciation of "community."

SPEAKERS BUREAU TOPICS

Understanding and Recognizing Leadership
- The Nature of Leadership

- Styles of Leadership
- Followership
- Leadership versus Management
- Gender Issues in Leadership

Group Effectiveness
- How to Run a Meeting
- Dealing With Conflict and Controversy
- Motivation
- How Small Groups Work
- Building Community
- Leading Diverse Followers
- Innovation
- Ethics and Leadership
- Problem Solving
- Goal Setting
- Apathy and Burnout
- Strategic Planning

Personal Leadership Development
- Working Through Powerful Relationships
- Self-Esteem
- Effective Communication
- Effective Listening
- Stress Management
- Interpersonal Communications
- Mentoring
- Time Management
- Creativity
- Power and Influence
- Dealing With Change
- Personality Styles

Specialized Programs
- Working With Volunteers
- Leadership For Rural Boards

The Ohio State University
OSU/OCES District Center
P.O. Box 958
Jackson, OH 45640

David M. Boothe
Director
(614) 286-3299

Project EXCEL

Project EXCEL was developed by The Ohio Cooperative Extension Service and funded by the W. K. Kellogg Foundation. It is a comprehensive learning experience specially designed to assist today's and tomorrow's community leaders. EXCEL draws on a network of public leadership resources. Participants in this program will have an opportunity to expand their knowledge of topics such as key issues and leadership concepts. They will also have a chance to develop skills in a wide range of areas and acquire real hands-on experience that will benefit them and their communities.

Project EXCEL is designed for individuals who currently hold an elected or appointed position in public leadership or aspire to such a position. Participants decide which components best meet their needs. They can select one or two workshops or design an in-depth plan combined with practical experience and personal assessment.

OBJECTIVES

- Expand Level of Knowledge Regarding
    - Key issues
    - Political aspects
    - Resource networks
    - Leadership concepts and understanding
- Develop a Range of Skills
    - Facilitation, mediation, negotiation, decision-making, consensus-building, problem-solving
    - Ways of thinking--strategic, systemic, ethical, pro-active
    - Creating a team-building environment
    - Technical and management skills
- Provide for Hands-On Experience
    - Simulated
    - Real life
- Provide for On-Going Change and Diversity
    - Build networks
    - Design life-long leadership support

Following are a sampler of program offerings.

LEADERSHIP

"Creating space for and engaging in collaborative problem solving."

The Ohio State University **David M. Boothe**

Directions for Leadership: Strategies for Getting Things Done
Reviews modern concepts of leadership, management theories and styles all in an informal, understandable manner.

Social Styles and Their Impact on Effective Public Leadership
Merrill model or Myers-Briggs type indicators are used to help participants explore the influence of social style on leadership effectiveness and improve communication and teamwork. Reduces interpersonal stress caused by style differences.

Public Decision Making: A Leadership Model
Designed to help people understand decision-making processes in the public sector.

Fundamentals of Marketing and Promotions: A Primer for Public Managers
Public leaders and managers learn classic principles of marketing and their application to communities and public organizations.

Future Perspectives: The Tough Job of Creating a Vision
An essential leadership function, but how is it accomplished? Practical suggestions are offered for this critical thinking process: Can include Joel Barker's film: "The Power of Vision."

Balancing Work and Family
Reviews research and provides practical suggestions.

Excellence in the Public Sector
Reviews critical success factors for local communities. Based on Cornelia Flora and National Governor's Conference research. Also describes traits, behaviors and images of successful public leaders.

Common Leaders. . .In Profile
A documentary film and discussion guide about common people who have accomplished uncommon success in community leadership. Their traits, behaviors and images are explored through personal interviews and comments by those who work with them.

PLANNING

"Converting vision into reality."

Technical Tools for Public Managers: Community Data Profiles
Data resource and management techniques that help public managers "see" through the deluge of incoming information.

Determining Client/Community Needs: Methods and Models
Reliable, practical suggestions for determining priority issues. Research-based design ideas are presented in a user-friendly way for everyday application. Includes survey design and focus group techniques.

Fundamentals of Negotiating: A Primer for Public Managers
Public leaders and managers develop a working knowledge and basic skills for negotiating.

Lowering Walls and Stretching Boundaries: Dealing with Paradigms
A discussion of futurist Joel Barker's film entitled, "Discovering the Future: The Business of Paradigms."

You Are What You Were When: Understanding Public Values
Uses the Massey Trilogy to help understand current values in light of individual/childhood world conditions.

Effective Speaking and Writing
Basic skill development--*one-half day*. Advanced two-day course with video analysis also available.

Principles of Situational Leadership
Reviews the details of the Hershey/Blanchard approach to human resource management through testing, experience and discussion.

Values and Ethics in Management and Leadership
A practical guide to the difficult ethics questions faced by managers today.

Assertiveness Training
Focuses on being assertive without being aggressive.

Challenge By Choice
A specialized high and low initiatives ropes course designed to develop teamwork and collaborative problem solving. Outdoor adventure at certified camp locations in Ohio.

Planning, Conducting and Evaluating Retreats/Conferences/Seminars and Workshops
Public leaders learn shared experiences that help plan successful events. Evaluation and information management systems suggested for small and large groups.

Planning Techniques That Work: From Delphi to Common Sense
Includes practical techniques such as Nominal Group Process, Brainstorming and Storyboarding. Can emphasize small project management to strategic planning.

ORGANIZING

"Form follows function."

Committees and Meetings: Better Organizational Effectiveness
Understanding design and operation including Parliamentary Procedure.

The Community Power Structure and Social Action Process
Research and discussion of power in local communities and the processes it drives.

The Ohio State University **David M. Boothe**

Developing Local Public Leadership Educational Programs
Provides specific design and content guidelines for effective community leadership education.

Fundamentals of Project Fund Raising: Basic Grantsmanship
Introduction and Practicum.

Basic Principles of Organization Design
Participants learn basic pros and cons of functional, task force and matrix systems and which might best apply to their environment.

Building Better Teams
Participants learn the dynamics of strong teamwork, how to assess where they are now and how to develop future strategies for growth.

Ohio Local Government: Structure and Finance
Explains the organizational structure, decision-making processes and financing of Ohio's local government.

STAFFING AND DEVELOPMENT
"The Win-Win Mindset."

Stress Management
A good practical introduction to personal stress management and ideas for managers interested in organizational stress.

Personnel Evaluation and Career Development
Basic principles and simulated experiences in staff evaluation design and feedback. Four approaches and ten principles every leader/manager should know.

Recruiting and Empowering Volunteers: Costs, Benefits and Strategies
Reviews national research regarding effective volunteer management and suggests guidelines for practice.

Preventing Derailment: Critical Check Points for Emerging Leaders
Participants will gain knowledge about leadership pitfalls and how to prevent becoming a leader-management casualty.

Mentoring: A Staff Development Technique
Motivate experienced employees while helping new staff during that important first year. Applicable to volunteers as well.

Transition Management: Dealing with Life's Personal/Professional Changes
Improves the understanding of change in individuals and organizations. Offers strategies for both individual and organizational transition.

Enhancing Personal and Organizational Image/Public Relations
Uses foundations of consumer relations to help public leaders/managers improve their office image.

Creativity: What It Looks Like and How to Grow Some
Research findings about creativity are presented along with useful ways to nourish a more creative environment.

Self-Esteem Training
Techniques for building greater confidence in emerging leaders.

MOTIVATING

"A new word for an old dilemma."

Motivating Public Employees: Research and Practice
Reviews the Herzberg, Maslow and McClelland research with discussion and exercises that apply to daily work. Basic knowledge for all leader-managers.

CONTROLLING AND DIRECTING

"Making sure plans succeed regarding quality, schedule and costs."

Time Management
Research and share experiences on ideas and systems that fit different people types.

Conflict Resolution: Thoughts and Techniques
Participants learn specific techniques for resolving controversy. Skills are developed for both short-term emergency situations and long-term strategies.

Controlling Techniques That Work: From Pert Charts to Walking Around
Similar to "Planning Techniques that Work" with emphasis on measuring and monitoring results. Focus on question: "How are we doing?" Feedback, feed forward.

Measuring Success: Tools, Techniques, Evidence That Counts
Similar to planning segments on evaluation with more emphasis on management by objectives and results-oriented counseling.

Local Government Risk Management
Explores alternatives for controlling risk management costs in the public sector.

University of Georgia
Cooperative Extension Service
College of Agriculture
Lumpkin House
Athens, GA 30602

Christine A. Langone
Staff & Leadership Development Specialist
(404) 542-8837

Community Leadership: A County Perspective

Community Leadership: A County Perspective is a county-based leadership development program developed and implemented by the University of Georgia Cooperative Extension Service with co-sponsorships from local chambers of commerce, boards of commissioners and other groups interested in community leadership. This program, now in its sixth year, uses a broad-based design to develop local leaders at the grassroots level. Emphasis is on basic leadership skill development for current and emerging leaders.

OBJECTIVES

- to develop basic leadership skills
- to identify major issues and concerns that affect a county
- to understand local government functions
- to improve the quality of life in the county
- to identify resources for effective decision making
- to help build a solid community leadership base for the county

FORMAT/CLASS SESSIONS

This intensive leadership development program consists of three units involving 30 instructional hours:

Unit I	Basic Leadership: An Individual Perspective (Classes 1-3)
Unit II	Participatory Leadership: A Group Perspective (Classes 4-7)
Unit III	Applied Leadership: A Community Perspective (Classes 8-12)

Class sessions include a combination of lectures, audio-visual media, small group and panel discussions, individual and group assignments, special projects and informational tours/trips.

COURSE OUTLINE

Session Topic

1 Leadership Styles
  Introduction to leadership background
  Background on importance of local leadership
  Personal assessment instruments on leadership
  Personality and management style
  Personal motivation

- 2, 3 Individual Values
  - Videotapes/exercises on personal values
  - Where do values come from and how are they formed
  - Understanding others' value systems

- 4 Group Formation and Performance
  - Stages of group development
  - Factors influencing group performance
  - Role functions in groups
  - Basic needs in groups

- 5 Group Maintenance
  - Group dynamics and behavior
  - Major ingredients in group interaction
  - Major motivators in groups
  - Group decision-making

- 6 Group Process Skills
  - Communication within groups
  - Group prejudice
  - Group conflict
  - Negotiation

- 7 Group Management
  - Aspects of effectively managing groups
  - Committee structure and performance
  - Meeting facilitation
  - Delegation
  - Creative group problem-solving techniques

- 8 The Community Development Process
  - Basics of how communities develop
  - The process of community change
  - Relationship between community changes and state changes
  - Planned change
  - Understanding of community growth or decline
  - Understanding of the social action process

- 9 Local Government
  - Evolution of city and county government in Georgia
  - Tax base and ad valorem taxes
  - Current conditions in Georgia and their effect on local governments

10 Socioeconomic Perspective
A personalized look at county statistics and other data prepared especially for the county based on current census/county data

11, 12 Individualized sessions to look in-depth at issues generated by the participants during the program.
Field Trip--Atlanta/government, or other county(ies)
Strategic planning for committees formed
Outside state/area/local resources discuss current issues
Looking at the future--facilitation

FACULTY

Faculty for the 12 sessions in Community Leadership are faculty and staff with the University of Georgia Cooperative Extension Service throughout the state. Each individual is a specialist in the topic taught, sharing many years of study, experience and practical knowledge with participants. Instructors have expertise in topics such as leadership development, group dynamics, conflict management, problem solving, communication, managing change and community and economic development. A part of the success of **Community Leadership: A County Perspective** is due to the dedication and commitment of the faculty, district agents and county extension staff involved in each phase of the program.

CERTIFICATION

The Community Leadership program has been certified as an independent study course satisfying the requirements for professional improvement activities, such as the Certified Public Managers Course, Certified Home Economist professional development course, Staff Development Units for individuals working on advanced degrees in the Georgia Education system and course credit for graduate students. Each of these programs has rigorous standards for approved credit which are met by Community Leadership graduates. Extension's Leadership Development course has been described as "outstanding" by one critiquing certification administrator.

University of Wisconsin-Madison
Department of Rural Sociology
350 Agriculture Hall
1450 Linden Drive
Madison, WI 53706

Lorna C. Miller
Specialist
(609) 262-3913

Wisconsin Leadership Education Network

The Wisconsin Leadership Education Network (LEN) is a natural intuitive response of Extension to the growing need to enhance the capacity of local people to meet community leadership challenges. It is an ad hoc entity created by ten (plus or minus) multi-disciplinary Extension specialists on the UW-Madison campus. These specialists know the need for creative, energetic community responses to the problems and opportunities resulting from major shifts in national and world economic, social and political systems, the reverberations of which are felt on the local level.

A few of the problems researchers and educators discuss are plant closings, shifts in industry and the farm crisis. As a result, families are under increased economic strain, drug abuse proliferates and children fall prey to a host of problems. Each of these economic and social developments creates unusual social and political upheaval, risk and momentum for change.

What these major developments have in common is that, regardless of the issue, there are too few people who are willing to address the concerns, and of those who do, some have access to technical information but most are in serious need of improved leadership and citizen participation process skills (Miller and Rossing, 1987).

A partial list of indicators of a leadership vacuum includes:

1. The new American federalism of the '80s returns more and more functions of government to the locality for resolution.
2. Volunteer leaders find it difficult to attain the wide perspective and flexibility necessary to serve a more diverse population.
3. People are focused on specialization, and the organization of society is more complex. There are few generalists who feel competent or are willing to give time to address problems in the context of the whole community.
4. Elected official turnover rates are rapidly increasing, and there is a revolving door reaction on the part of local organization leaders.
5. Local leaders recognize the high risk of public service and the low rewards or appreciation for their efforts.
6. There is a general alienation of citizens from government processes, making it harder than ever to attract gifted people to leadership positions.

Extension has a long history of leadership development efforts at the local level that has given LEN a visible and accepted role and has provided a knowledge base of practical approaches. State and national studies indicate that until recently, however, most Extension program areas have concentrated on the provision of technical information and education over an emphasis on education in leadership process and skill development (Michael et al., 1990). Those informally discussing a need to upgrade the process side of the equation are aware of a whole new body of research and literature that applies to community organization leadership. Organization as a system, organization culture, motivation, creativity and leadership for participation and empowerment are a few of the subject areas identified.

Since the mid-1980s, a new, more intensive approach to Extension leadership development has become widespread around the country. In these approaches, citizens receive substantial training over a period of many months to two or more years. Training focuses on increasing understanding of community issues, on increasing leadership process skills and on broadening perspectives. Examples of such programs include Rural and Agricultural Leadership Development Programs, Family Community Leadership Programs, and in Wisconsin, a Community Leadership Program focused on members of several minority groups.

The planning sessions of these major initiatives have been the impetus for Extension specialists recognizing their own basic need to network and collaborate. This need led to the creation of LEN.

LEN is an ad hoc, multi-disciplinary, open membership, risk-taking, flexible group that features self-selected roles, shared resources and boot-legged time. They are motivated and driven by a shared vision of the need to demonstrate the importance of leadership education. Time and effort is given to stay abreast of the new research and literature and to devise means of extending the theory and practice being discovered.

LEN uses the 1990 publication, *Intellectual Teamwork: Social and Technological Foundations of Cooperative Work* (Galegher, et al., Eds.) as the foundation of their work group structures, communications and collaborative working relationships.

The concepts include:

- Establishment of Mutual Knowledge

  The multi-disciplinary background of the network assures that members have much to learn from each other. Some have found sufficient time to follow the latest literature and research. Others are heavily in demand in the field serving diverse populations and sharing their practical knowledge. Several members are engaged in research in related subject areas such as volunteerism, community needs assessment evaluation and organizations/movements. The network taps the knowledge and experience of persons who are internal to Extension including other faculty and county agents as well as external sources such as the Kettering Foundation, Center for Creative Leadership and non-Extension related University units.

Perhaps most important to the establishment of mutual knowledge is an ongoing philosophical debate and dialogue about Leadership and its practice in the community. Differences are aired with full confidence through deliberating in a secure and supportive environment.

- Development of Organizational Allies

The Leadership Education Network expands working relationships both within and outside campus boundaries. Each member brings and shares both internal and external political ties which enable the group to achieve legitimacy and obtain resources and opportunities to reach target audiences.

- Redundancy in Skills

LEN members work in different team configurations for specific projects, depending on personal skills, interests and availability of time. Each member, in large measure because of the considerable effort and time investment in the development of mutual knowledge, feels competent to fill in for the other when necessary. The redundancy in skills also assures that most if not all the requests for assistance have been filled to date by the group.

- Assessing the Intelligence and Trustworthiness of Collaborators

Each potential and participating network member has unique contributions to make. The interpersonal communication and long-term collaborative interaction makes it possible for participants to observe each other's personal qualities and professional skills. They have had the time to explore, test and negotiate mutual expectations. The openness when confronting differences has made the development of trust more likely. Members routinely evaluate each other's performance, critique each other's writing and share opportunities for visibility.

For more information about LEN, contact Lorna Miller.

SECTION E

PROGRAMS FOR PRE-COLLEGE STUDENTS

Helping students gain knowledge and understanding of themselves, of leadership and of society at large is an important endeavor that shouldn't wait until the college and university years. Excitement about such growth and learning should be emphasized at earlier educational levels.

Although we are sure that other programs designed for students at the elementary and secondary level exist, we aren't in a network which brings us in contact with them. These are the few we did locate outside of the ones listed in the 1990 edition. We would be interested in knowing about others.

Of the three listed here, all are either one- or two-week programs. Two are targeted to students nearing completion of high school while one captures the 8-12 grade range. Each is a valuable contribution to the field of leadership education for pre-college students.

TABLE OF CONTENTS

Center for Creative Leadership, Greensboro, NC. Rotary Youth Leadership Camp - Katherine Knott 318
One-week residential program for rising juniors and seniors sponsored by the Greensboro Rotary and the Center for Creative Leadership.

University of Wisconsin, Eau Claire, WI - Douglas Hallatt 321
One-week summer leadership program for rising juniors.

Virginia State University, Glen Allen, VA. Jack and Jill of America, Inc. - Cynthia R. Mayo 323
Community outreach program involving internships for students in grades 8-12.

Center for Creative Leadership
One Leadership Place
P.O. Box 26300
Greensboro, NC 27438-6300

Katherine Knott
Assistant Program Director
(919) 288-7210

Rotary Youth Leadership Camp

INTRODUCTION

The Center for Creative Leadership and Rotary International recognize leadership skill development as a crucial and often overlooked part of secondary education. This program allows young people who have demonstrated leadership potential in school, in the community and in other groups to attend a week-long summer residential program which focuses on the process of leadership. The program components, detailed below, are designed to provide tools and training to young people so they can be effective and responsible leaders in their high schools and communities today and in the future.

The Rotary Youth Leadership Camp works with 54 students each year. The leadership camp focuses on the process of leadership, specifically individual and group situations. During the week, the students participate in both large classroom situations and small discussion groups, and are presented with a mix of models and theories as well as exercises and hands-on learning experiences.

Students are recruited from a 100-mile radius of Greensboro, North Carolina, which covers Rotary District 769. Students must be juniors or seniors in the next academic year, be recommended by their principals as having exhibited leadership in their school or community and must also have a cumulative B average. Local Rotary Clubs screen applicants and submit their candidates' applications to Greensboro Rotary for final selection.

PROGRAM OBJECTIVES

- to learn what effective leaders do
- to learn how and why groups work well
- to understand the rewards and responsibilities of being a leader
- to examine how individual perceptions influence one's views
- to see how individuals work in groups
- to clarify goals/ambitions

THE WEEK IN BRIEF

Months before the actual on-campus week, the students gather at Guilford College to complete a few surveys that look at their preferences and interests. One of the first modules they will address during the week speaks to the importance of knowing self as a major building block in effective leadership.

Tackling an outdoor challenge provides a look at self and others. The pace and intensity of the program increases as the entire group focuses on leadership qualities and style. Communication and feedback are addressed both from the cognitive and experiential side when campers receive the results of their own personal feedback. One of those instruments looks at their interests, and the young people have a career-luncheon with Rotarians representing various professions.

Also important to these young people at this time in their lives is selecting and applying to colleges, and they are given an opportunity to improve their public speaking skills and gather information on college selection. To further place the real world into what they are learning, they also tackle some actual leadership issues from "back home," and community leaders present brief informative talks about the rewards and responsibilities of leadership from their individual perspectives.

There are some key steps to taking action as a leader, and students learn that often what we know and what we do are very different. The participants will work through leadership dilemmas and discuss how to move a group forward effectively.

Finally, campers are asked to put some foundation and life into what they've been learning. They are given an overview of the assets they can carry with them through life, a structured introspective time to organize their thoughts and a small-group exercise in planning a goal. The program is kept alive after they go home by staying in touch with them through their goals.

HOW STAFF WORKS WITH THE CAMPERS

Throughout the week, the students experience a balancing act of large group/small group interactions, looking at self and at the group. They deal with the abstract--the models or theories--and they deal with the concrete through exercises and hands-on learning. They listen to the "experts" but also work with their peers, who help sift the best learning from any module.

For all of this to work staff members ask the participants to be willing to take some risks--to try different behaviors, to look at ideas and issues from different perspectives; to speak up; to work hard, to listen to the folks presenting and leading groups and to **listen** to each other; to practice good communications skills and **give feedback**--to use this week to develop a tool that is most important in whatever they do in life.

Staff members encourage a relaxed atmosphere where it will be "fun" learning. The lessons of the week range widely, but mainly they are lessons of confidence, self-awareness and goal orientation.

STAFF

The staff members are volunteers from the Center for Creative Leadership involved in the program. The Greensboro Rotary provides all administrative needs. The Center also provides other staff time and materials. Counselors, each assigned ten students, are responsible for facilitating the small group work and generally monitoring the students. The counselors go through the whole program in May, day by day, in preparation for the August Camp. They also meet every day during the camp. Most of the counselors are former campers.

For more information about the program, contact Katherine Knott.

University of Wisconsin
School of Education
Brewer Hall 153
Eau Claire, WI 54701

Douglas Hallatt
Director, Leadership Institute
(715) 836-4364

Leadership Institute

INTRODUCTION

The University of Wisconsin-Eau Claire offers a summer program in leadership development for young men and women who have completed their sophomore year in high school. This program is designed to prepare students to become future leaders.

The Leadership Institute was developed as a result of the success of the collegiate program. July 1989 was the first pilot program with forty participants. Through correspondence, a survey and a reunion, students remarked that the Institute gave them skills that expanded their leadership horizons and affected their participation in both school and the community.

PURPOSE

The goal of the program is to provide students with an environment that encourages development of self-worth and to introduce a solid foundation of lifelong leadership skills.

OBJECTIVES

- to explore self-worth and enhance self-esteem
- to learn how to work well with others to reach a common goal
- to broaden understanding of cultural differences
- to become more poised, more alert and more self-reliant
- to learn how to make a difference in the community
- to gain skills on how to cope with a changing environment
- to develop a personal style of leadership

TOPICS

1. **Recognizing Potential**
   Students will begin their week at the University of Wisconsin-Eau Claire with a welcome session to become acquainted with the staff and other participants.

   Throughout the week students will consistently be challenged to tap their potential. They will confront physical challenges (through the ropes course), critical thinking situations (through materials read and discussed) and self-exploration of their leadership style (through the Myers-Briggs Type Indicator).

2. **Team Building**
   Students begin their team-building skills as soon as they arrive at the Leadership Institute. They are randomly placed into a team of other Leadership participants; they will work closely together throughout the entire week.

   Leadership participants will learn the value and importance of working with others and how to empower one another to accomplish specific tasks.

3. **Diversity Today**
   Programs developed and facilitated by minorities in leadership roles will allow students the opportunity to become enlightened about how our changing society affects them as leaders.

4. **Goal Setting**
   Students learn the importance of setting short and long-term goals.

   Sessions on motivation, values and time management help students to organize their priorities and achieve their goals.

5. **Self-Esteem**
   As students recognize their potential, develop skills in team building and goal setting and realize the roles they play in our changing society, their self-esteem will grow.

   Once students understand who they are and where they are going, their desire to lead is irreversible.

FACULTY

UW-Eau Claire has chosen a dynamic and energetic staff to lead each team. The teaching staff is composed of one professional and four graduates of the college leadership program. Many of these students hold leadership positions on the campus. Together, with the professional staff, they will work to motivate and empower participants during their week of stimulating leadership experiences.

For further information and an application, contact Douglas Hallatt.

Virginia State University
6106 Phelps Street
Glen Allen, VA 23060

Cynthia R. Mayo
(804) 262-0381

Jack and Jill of America, Inc.

The Jack and Jill of America, Inc., Richmond Chapter's community outreach program, is designed to provide leadership development skills for students in grades 8-12. It is a one to two week program which includes leadership internships. The purpose is to provide critical information, challenge and motivation to students who will meet diverse, never-ending challenges imposed by the emerging 21st century. Forty to fifty participants are chosen to participate yearly.

PROGRAM OBJECTIVES

- Promote learning and broaden knowledge of leadership qualities and visionary roles in a global society.
- Practice leadership roles through role playing and meeting with community leaders.
- Provide opportunities to promote creative abilities through practical problem-solving scenarios.
- Discuss and practice correct parliamentary procedures which are pertinent to any leadership role.
- Foster a sense of sharing expertise through the use of community volunteers and presenters.
- Provide communication and dialogue with positive role models who serve as mentors for the participants.
- Become familiar with the world of diverse cultural practices as well as inter-cultural concerns.

PROGRAM CONTENT

The program content is organized into six modules.

Module	Topics
1	"Reflections on Roles of Leaders" This module introduces the participants to leadership qualities, needs for the 21st century, assessment of leadership styles and roles in a global society, and vision formulation and implementation.
2	"Leaders Make Money Grow" This module emphasizes fiscal responsibility and management. Participants are given seed money to design and implement one creative project which will make money grow. A financial report is included, and ideas for use of the money raised by participants are given.

3 "The Preamble of Order"
This module provides information and activities for learning parliamentary procedures. Illustrations for making and amending motions, conducting meetings, writing bylaws, etc., are included. A parliamentary procedures test is included to assure that students know correct procedures. The information allows participants to prepare to become members of the National Association of Parliamentarians (NAP).

4 "Communication is Essential"
This module provides essential communication tips, how to conduct interviews with community leaders, techniques to improve listening skills and how to present information via video taping.

5 "Managing Conflicts as Challenges"
This module provides information on how to identify, solve and manage conflicts. Emphasis is placed on management and acceptance of cultural differences as well as team building in a diverse society.

6 "Expanding Horizons"
This module is designed to assist participants in developing acceptable social graces and protocol. Table etiquette of various dining customs in specified countries and do's and don'ts at the table are included. Customs, practices, population, currency and traditions are included for India, Japan, Korea, Liberia, Nigeria, Philippines and Saudi Arabia. Leadership Trivia and a sample application are included.

The program is evaluated through the use of a pre- and post-test, comments by participants through a questionnaire and tracking of participants' leadership roles after the development sessions. This is done through a follow-up questionnaire.

For more information, contact Cynthia R. Mayo.

SECTION F

NON-CAMPUS PROGRAMS FOR COLLEGE STUDENTS

Although this is a new section to the Source Book, the types of entries are not necessarily new. In the earlier editions, we would simply include them with other leadership programs on college and university campuses. However, to be true to their uniqueness we felt they warranted a new section. These are programs which are offered to college students but aren't directly affiliated with one particular campus.

Two of the three programs are based in Washington with the particular purpose of giving students access to the political arena. However, the Public Leadership Education Network also coordinates opportunities for women to learn and practice leadership on campus in conjunction with public policy activities in Washington. The third program, The LeaderShape Institute, is offered to rising sophomores who have demonstrated leadership potential and are recommended by a sponsoring organization. The approach to learning at the Institute is primarily experiential.

TABLE OF CONTENTS

LeaderShape Inc., Champaign, IL - Alice Faron 326
Six-day experiential program focused on the applications of leadership skills in organizations.

Public Leadership Education Network, Washington, D.C. - Marianne Alexander 327
Consortium of women's colleges preparing women for public leadership positions.

The Washington Center, Washington, D.C. - John McCluskey 329
Opportunities for students to gain "real world" experience through academic seminars and internships.

LeaderShape Inc.
4001 W. Kirby Avenue
Champaign, IL 61821

Alice Faron
Executive Director
(800) 798-9286

The LeaderShape Institute

The LeaderShape Institute is an intensive, energizing, six-day educational experience designed to significantly increase a young adult's knowledge of, and ability to apply, leadership skills in an organization. Approximately 55 college men and women, selected by their own sponsoring organizations, attend each Institute session. These students have a keen interest in leadership and are active in campus or community organizations. In general, the participants have completed one year of college where they demonstrated leadership potential.

The LeaderShape Institute involves little lecturing. Learning comes from hands-on experience as participants continually internalize and practice leadership concepts, attitudes and skills. The topics during the six days include:

- Building community
- Team-building and synergy
- Outdoor Team Challenge course
- The dynamics of power and influence
- Making tough ethical choices within a framework of personal and organizational values
- Individual and group problem solving
- Group presentations
- Developing a vision
- Turning vision into reality
- Creating action plans for change
- Self-assessment and self-disclosure
- Active listening
- Giving effective feedback
- Interactive assertion and confrontation techniques
- Personal goal setting

The LeaderShape faculty consists of a variety of professionals experienced in working with young adults. Faculty members facilitate rather than teach; they guide students through the curriculum so that everyone teaches and learns from each other.

As adjunct faculty, prominent guest panelists from business, education and government spend an evening with participants discussing the tough issues leaders face on a daily basis.

The LeaderShape Institute is conducted each summer at the University of Illinois Conference Center at Allerton Park near Champaign, Illinois. Allerton House, a 40-room mansion, is located on 1,500 acres of woodlands and is a National Natural Landmark. Tuition is $1,000 for the six-day Institute and is generally paid for by the sponsoring organization.

Public Leadership Education Network
1001 Connecticut Avenue, N.W.
Suite 925
Washington, D.C. 20036

Marianne Alexander
Executive Director
(202) 872-1585

The Public Leadership Education Network: Preparing Women to Lead

The Public Leadership Education Network (PLEN) is a consortium of women's colleges, working together to prepare women for public leadership. PLEN recognizes that women leaders, dedicated to the public interest, are needed to play many different roles: as elected or appointed officials in local, state and federal government; as advocates for community organizations and interest groups; as head of public-interest research groups; and as staff members working with public officials and agencies in formulating policy.

PLEN believes that women's participation in shaping public policy is critical for several reasons: Our nation cannot afford to underuse the substantial talents of half its population. Women need to be full participants in making decisions that affect their lives. Furthermore, the "different voice" of women must be heard so that public policy encompasses their views and perspectives.

PLEN prepares women students for public leadership in a variety of ways: On the campuses of PLEN colleges, students learn and practice leadership in the classroom, public leadership forums, student government and community service projects. In Washington, D.C. PLEN offers a variety of programs that provide students with the opportunity to study the policy process with women leaders and explore public policy issues and careers with women leaders as teachers and mentors. Every two years PLEN also offers an international seminar.

PLEN'S PUBLIC POLICY PROGRAMS IN WASHINGTON

Fall Public Policy Career Conference

In early November each year, PLEN offers a public leadership career conference in Washington. Open to students enrolled in colleges or universities around the country, participants meet and learn from women who are successfully using their education and experience to make or influence public policy at the national level. The focus changes each year: 1989 Women and the Law, 1990 Women, Health and the Environment, and 1991 Women and International Policy. The conference content includes discussion of policy issues as well as career paths and job descriptions. The conference is limited to 30 students.

Mentor Sessions

Students from PLEN colleges are eligible, at a time of their choosing, to participate in a two-day mentor session designed to meet the interests of each student. Each participant is matched with two or three women leaders in Washington who are working on a policy issue of special interest to her. A series of informational interviews and/or time spent on the job with each mentor provides students with special insight into policy issues and leadership skills required to make and influence public policy.

Women and Congress Seminar

For four days each March, when Congress is in full swing, students from PLEN colleges participate in the Women and Congress Seminar to learn about women's leadership roles in the lawmaking process in Washington. Speakers include women members of Congress as well as committee and caucus staff members. Students observe sessions of Congress and committee hearings and meet with interest group representatives that lobby Congress. A highlight of the program is a simulation of a committee hearing on a bill pending in Congress. Students play roles of the committee members and interest group representatives presenting testimony.

Women and Public Policy: A Washington Seminar

In this seminar, now in its 10th year, students learn about the national policy process from women leaders who make and influence public policy. The two-week program includes opportunities for briefings at the State Department and to observe oral arguments before the Supreme Court. Students also hear from women leaders in the media, advocacy community and executive agencies. Speakers include U.S. Surgeon General Antonia Cuello Novello, Constance Newman, Director of the U.S. Office of Personnel Management, and Leslie Wolfe, Director of the Center for Women Policy Studies.

Public Policy Semester

Students work as an intern in Washington during the spring semester with a woman who makes or influences public policy as a staff member of Congress, an executive agency or interest group. Interns participate in weekly seminars on the public policy process; speakers include women leaders and other public policy experts.

INTERNATIONAL PROGRAM

Seminar on Women and Public Policy in Europe

In May students from PLEN colleges will be traveling to Europe to learn first hand about the policy roles of women in the European Community. Participants will be meeting and discussing key issues with women members and staff of the European Parliament. Sessions will be held in London, Brussels, Luxembourg and Strasbourg. Present plans call for a 1994 seminar with a focus on women and public policy in Eastern Europe.

The Washington Center
514 10th Street, N.W.
Suite 600
Washington, D.C. 20004

John McCluskey
Vice President
(202) 624-8070

The Washington Center for Internships and Academic Seminars was founded to help promising college students provide themselves with the important benefits that only real world experience can offer. The Washington Center gives students opportunities to:

- Gain professional work experience
- Establish professional contacts
- Explore chosen fields of interest
- Meet other students from across the country

Students of all academic disciplines are able to gain unique and valuable experience through The Washington Center's internship and academic seminar programs. Among the benefits these programs can provide are:

- **Individualized internship placement** arranged by a professional staff that has the contacts and inside knowledge of Washington, D.C., to locate the best available internships for each student tailored to his or her area of interest.

- **Academic seminars covering a variety of topics** of importance in the current national and world scene. These seminars offer an inside look at how Washington's inner circles are dealing with these issues through lectures and discussions that let students ask questions of the people "in the know."

- Affordable, safe, convenient housing at the beautiful campus of Trinity College, located just minutes from Capitol Hill.

- Assistance from a knowledgeable professional staff that knows Washington and can help in exploring the nation's capital and gaining the maximum benefit.

Students who wish to explore their chosen field in depth through The Washington Center's internship programs can expect to:

- Gain critical work experience
- Cultivate networking contacts
- Investigate career options
- Develop professional skills

Academic Seminar participants will be able to:

- Enhance leadership skills
- Discuss important issues with national leaders

- Learn about career options
- Increase contact with students from other areas of the nation

INTERNSHIPS

The Washington Center offers students the opportunity to try out their career choice with a full-time, entry-level, professional 10-to-15 week internship. Program supervisors at The Washington Center find internships that match students' area of interest. The program supervisor assists students during their stay in Washington and offers support, answers questions and works through any problems that may arise.

Before arriving in Washington, the program supervisor arranges three or four prospective internship matches. If the agency supervisors are interested, they may call students for a phone interview. When all information is gathered, the student and the program supervisor select the internship that best fits.

The internships are at least 80 percent entry-level professional work and no more than 20 percent clerical, ensuring students the hands-on career experience needed.

Students also participate in an academic course one evening a week. The Washington Center offers a wide range of courses on topics including issues in the arts and humanities, communications, public policy, business and law. They meet periodically with their program supervisor and other students to discuss their internship experiences.

Students are invited to attend at least two breakfasts at the U.S. Capitol with an influential leader or policy maker. These breakfasts allow students to meet and speak informally with prominent national figures. They will also attend an afternoon speaker series which features experts in a diverse set of issues of national importance.

To participate in the internship program, students must be a second semester sophomore or above at the time they attend with at least a 2.5 grade point average on a 4.0 scale. Many students earn 12 to 15 credits while participating in the internship program and the credits awarded will be determined by their school. A campus liaison (a faculty member at the student's institution who facilitates Washington Center programs on campus) will be able to provide more information about credits.

Both the agency supervisor and program supervisor will evaluate performance. The evaluations will be sent to the campus liaison and the campus will determine final grades. The school might require additional responsibilities for credit.

ACADEMIC SEMINARS

What are Chief Justice William H. Rehnquist's views on the federal court system? What does Representative Elizabeth Patterson see as women's political roles in the 1990s? What are CBS News Correspondent Bob Schieffer's views on how the media shapes public opinion?

Through the Center's Academic Seminar program, students will discuss current national and world issues with prominent experts such as these.

The Academic Seminar programs are one- to three-week workshops that combine lectures, panel discussions, site visits, briefings and, in some cases, the Mentor-for-a-Day program. Seminars are scheduled during typical "break" periods in the academic year--January, May and August.

Students will be challenged by journalists, lawyers, business executives, top administrators, policy makers, international diplomats, financial experts and Members of Congress to examine their views on a specific current topic. These ideas will be shared with student leaders from across the country.

Students may learn about Congress and the presidency on Capitol Hill; campaign law at the Federal Election Commission; business ethics at the Office of Personnel Management; U.S. defense policy at the Pentagon; international trade at the Japanese Embassy; or news reporting at *U.S. News and World Report.* Students may participate in the Mentor-for-a-Day program where they accompany a professional throughout a typical day's schedule to gain an insider's look at a specific field.

In a typical seminar, students may meet with several prominent experts to examine topics of national importance, visit an international embassy, develop conflict resolution or advocacy skills in workshops or participate in an informational interview with a professional in a chosen field.

During election years The Washington Center offers a special set of coordinated seminars that center on the process of presidential campaigning. The seminars in this series take place at the Democratic and Republican national conventions.

Most schools offer one credit hour per week for the seminar experience.

Current academic seminars are:

- Leaders on Leadership
- News Capital: Politics and The Media
- Women as Leaders
- Global Village: World Politics and Economics
- Campaign '92

SPECIAL PROGRAMS

Each year The Washington Center offers three specialized internship opportunities--the **Independent Sector Internship Program**, the **Internal Revenue Service Program** and the **Minority Leaders Fellowship Program**.

The **Independent Sector Program** deals with the not-for-profit, voluntary sector of our society--neither government (public) nor for-profit (private). Independent sector organizations include more than traditional social service agencies, with business and trade associations, museums and theaters, national service organizations, research organizations and advocacy groups as integral components.

Each semester and summer term, 25 applications are accepted into this competitive program, which awards each participant a $1,000 stipend.

The weekly academic course will provide a comprehensive approach to the study of non-profit management. Students will be asked to participate in a volunteer project such as working in a soup kitchen or planning Saturday activities for children at a local homeless shelter.

This program seeks socially conscious students who have actively participated in their communities, with strong writing skills, relevant course work, demonstrated leadership abilities and at least a 3.0 GPA.

The **Internal Revenue Service Program** offers a variety of internship areas at the IRS including human resources management, communications, accounting and more. Students who are chosen to intern through this competitive program receive a stipend that will vary according to the placement area and duties. Like the Independent Sector Program, students must meet certain prerequisites in order to be considered for participation.

The **Minority Leaders Fellowship Program** addresses the need to increase opportunities for the growing minority sector of our work force. This competitive, 11-week summer program combines a one-week leadership seminar with a 10-week internship. Fellows receive a $500 stipend plus a fellowship covering program fees and housing.

Presidents from colleges and universities across the country are invited in the fall to nominate one outstanding minority student from each of their respective campuses. (Applications are not accepted directly from students for this program.)

Preference is given to students with financial need who might not be able to participate in an off-campus leadership program without fellowship support.

For more details on all programs, contact John McCluskey.

II. LEADERSHIP TECHNOLOGIES

Contents

Introduction 335

Instruments (Inventories, Questionnaires & Surveys) 337

Exercises, Simulations & Games 364

LEADERSHIP TECHNOLOGIES

Introduction

"Leadership Technologies" covers two kinds of material: **inventories, questionnaires and surveys**—leadership measurement instruments; and **exercises, simulations and games**—structured experiential material for use in leadership training and development. The entries in each section are arranged alphabetically by title. Use the index at the back of the book to look for an instrument or exercise on a specific topic.

Leadership Instruments: We felt there was a need to bring together and describe the variety of leadership instruments available. We have tried to be inclusive in our selection of instruments for this section, but there are some omissions: certain instruments were omitted because we could not verify the source; some were left out because they were similar to included instruments from the same vendor; and finally there are likely some instruments that we overlooked in our searches and contacts.

The appearance of an instrument here does not constitute an endorsement by the Center for Creative Leadership nor the editors. Some of the measures obviously have undergone more research and development behind them than others. We have not attempted to evaluate or compare instruments except to briefly note the instrument background and the reliability and validity research that has been reported (when available). Do your own investigation before selecting an instrument to use.

For additional help in selecting and evaluating instruments, read *Feedback to Managers 1991. Volume I: A Guide to Evaluating Multi-rater Feedback Instruments*, by Ellen Van Velsor & Jean Brittain Leslie (Greensboro, NC: Center for Creative Leadership, 1991). Although written with "multi-rater" instruments in mind, the step-by-step evaluation process suggested by the authors may be used to evaluate any test, inventory or questionnaire used in leadership training and development. Their 16-step "Instrument Evaluation Checklist" includes such recommendations as gathering all the information on an instrument and checking out instrument background and development.

Another guide to instruments is a report by J. A. Arter, *Assessing leadership and managerial behavior: A consumer guide* (see description in the Bibliography). For a review of current thinking and research on the assessment of leadership, read *Measures of Leadership*, edited by Kenneth E. Clark & Miriam B. Clark (Greensboro, NC: Center for Creative Leadership, 1990).

Leadership Exercises, Simulations & Games: The materials included in this section are varied and include simple games that can be completed in 30 minutes as well as elaborate simulations that require a day to complete. Some are available in books, such as the annual series from University Associates (Pfeiffer & Company); often these can be reproduced for training use with acknowledgment to the publisher. Descriptions of materials available from commercial publishers include prices and vendor addresses.

Some of the exercises involve leadership issues directly (e.g., *Leadership Styles and Their Consequences*), while others address skills or characteristics presumably associated with effective leadership (e.g., *Bases of Power: Developing the Group's Potential*). A few are directed at specific populations (e.g., the *Student Activities Allocation Exercise* uses a campus setting for a student decision-making role-play exercise), but most can be used with a variety of groups in many kinds of organizational settings.

We hope you find this new section a helpful addition. We would appreciate any comments and ideas for improvement.

AGOR INTUITIVE MANAGEMENT SURVEY

Copyright Year: 1992

Author(s): Weston H. Agor

Source or Vendor: Weston H. Agor, Global Intuition Network, UTEP, P.O. Box 614, El Paso, TX 79968-0614.

Target Audience: Managers, executives and others.

Number of Items: 26.

Description: According to the author this instrument measures "your underlying potential intuitive ability and also whether you are in fact using this ability on the job to guide your decisions." Agor defines intuition as "the phenomenon of knowing something directly without the use of rational processes." This 26-item inventory produces scores on two dimensions: *Intuitive* and *Thinking*.

Administration: This self-administered instrument comes in a booklet entitled *Intuition in Decision Making*, which also includes background data, scoring instructions, interpretation guidelines, norms and development suggestions.

Development, Validity & Reliability: National norms are reported in the test booklet. No validity or reliability information available.

Cost: $2.50 each.

ASSESSING STYLES OF CAREER MANAGEMENT (ASCM)

Copyright Year: 1983

Author(s): Tom Carney

Source or Vendor: In L. D. Goodstein & J. W. Pfeiffer, *The 1983 Annual for Facilitators, Trainers, and Consultants* (pp. 91-102). San Diego, CA: University Associates.

Target Audience: People working in organizations.

Number of Items: 10.

Description: The author calls this a "consciousness-raising" instrument. It is designed to assess various styles of career management and to clarify some of the consequences that result from the choice of a specific style. The four styles measured are: the Careerist, the Organizational Entrepreneur or Task Force Manager, the Organization Person, and the Specialist/Expert. Each item in this inventory consists of a statement of a career-management issue accompanied by four options (each of which represents one of the career-management styles above). The author suggests that the instrument can be used for assessing preferred career style and for determining the styles an organization favors.

Administration: The instrument is self-administered and scored. A brief section, "Working with Scores," gives trainers options on score presentation and use.

Development, Validity & Reliability: No reliability, validity or norm data available.

Cost: May be reproduced for educational use.

ATTITUDES TOWARD WOMEN AS MANAGERS (ATWAM)

Copyright Year: 1985

Author(s): Edward B. Yost & Theodore T. Herbert

Source or Vendor: In L. D. Goodstein & J. W. Pfeiffer, *The 1985 Annual: Developing Human Resources* (pp. 117-127). San Diego, CA: University Associates.

Target Audience: General use.

Number of Items: 12 (two items are not scored).

Description: The authors note that, "because attitudes are pervasive and powerful influences on behavior, it is important to consider their role in the treatment—both by men and by other women—of women in managerial positions." They developed this instrument to overcome some reported deficiencies of previous instruments designed to measure these attitudes (ease of faking and tendency to respond in socially desirable ways). It consists of twelve items, with three possible responses for each item.

Administration: Can be administered in a group setting or individually. Completion time is about 15 minutes. The instrument may be self-scored, but scoring is somewhat more difficult because of the forced-choice format. Brief interpretation and feedback instructions are given.

Development, Validity & Reliability: Test-retest and internal-consistency reliability measures are reported. Norms for industry (manager and non-manager) and student samples are presented, for male and female groups.

Cost: May be reproduced for educational use.

BENCHMARKS®

Copyright Year: 1988, 1990

Author(s): Michael M. Lombardo & Cynthia D. McCauley

Source or Vendor: Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300. Phone: (919) 288-7210.

Target Audience: Middle- and upper-level managers.

Number of Items: 164.

Description: This questionnaire is completed by a manager and the manager's coworkers (peers, subordinates, boss) and measures a wide spectrum of management behaviors. The authors note that "it was developed from studying how managers develop rather than what they do." It is designed to help find trouble spots in potentially derailing managers and to suggest ways to build on strengths. Results are presented in three sections: (1) 16 skills that are predictive of success in organizations; (2) six derailment scales; and (3) handling challenging jobs. For all scales the respondent's score is compared to others' ratings and to Center for Creative Leadership norms. (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A*

Review and Comparison of Sixteen Multi-rater Instruments, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)

Administration: Completion time is about 30 minutes. Scoring is by computer. Those who use BENCHMARKS to provide feedback must first attend a two-day certification workshop; a trainer's guide is included. Participants receive detailed feedback information and a development guide for using the feedback to enhance their development.

Development, Validity & Reliability: BENCHMARKS is based on extensive research on managers' developmental experiences. Items and scales were constructed based on this research and factor analysis. Reliability indices include test-retest, alpha, interrater agreement. Several validity studies are reported using the following as criteria: assessment of promotability, performance evaluations, and a three-point measure—derailed/no change/promoted.

Cost: Instrument set (1 self, 11 observers, computer scoring and development guide): $225.00.

CAMPBELL LEADERSHIP INDEX® (CLI)

Copyright Year: 1988, 1990

Author(s): David Campbell

Source or Vendor: National Computer Systems, Inc., P.O. Box 1294, Minneapolis, MN 55440. Phone: (612) 676-2797.

Target Audience: Students and adults in any setting.

Number of Items: 100.

Description: A self/other, 100-adjective checklist. Respondents are asked to indicate on a six-point scale how descriptive each adjective is of them (or of the leader they are rating). Compares an individual's self-evaluation of leadership characteristics with the evaluations of others, thus allowing the individual to see patterns of leadership strengths and possible weaknesses. The CLI profile presents 22 standardized scoring measures within five orientations: Leadership, Energy, Affability, Dependability and Resilience. (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Feedback Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership.)

Administration: Completion time is about 20-30 minutes. Scoring is performed by NCS using optically scanned answer sheets. Before purchasing the CLI, users must complete a qualification form or attend an NCS certification workshop. Participants receive a lengthy feedback report with graphs that displays both self-report and observer ratings on orientations, scales and items. A *Development and Planning Guide* offers background information and assists respondents in interpreting and using their feedback. A detailed administrative and interpretive manual is available for trainers.

Development, Validity & Reliability: Test-retest, internal consistency and interrater reliability studies are reported. Three major validity studies have been completed, as well as a research study comparing male and female responses.

Cost: Set of one self and five observer forms plus development planning guide: $160.00.

CHANGE INVENTORY FOR LEADERS

Copyright Year: 1984

Author(s): Philip R. Harris

Source or Vendor: Talico, Inc.

Target Audience: Middle managers and executives.

Number of Items: 15.

Description: This is a learning and self-awareness instrument to assist individuals involved in change at middle and upper management levels in examining their attitudes about change. Individuals indicate their perceptions of themselves on 15 characteristics and capabilities that are essential to being effective change agents. These qualities include openness, sensitiveness, communications, flexibility, creativeness, planning, group understanding, person-centeredness. Also assessed is the person's ability to cope with such issues as changing image, changing values, changing role, changing society and changing lifestyle.

Administration: Completion time: 15 minutes.

Development, Validity & Reliability: No information available.

Cost: Package of 20: $59.95.

COMPASS: THE MANAGERIAL PRACTICES SURVEY

Copyright Year: 1984, 1988, 1990

Author(s): Gary Yukl

Source or Vendor: Manus Associates, 100 Prospect Street, South Tower, Stamford CT 06901. Phone: (203) 326-3890.

Target Audience: Managers at all levels.

Number of Items: 94.

Description: This instrument is designed to provide managers with information about their current behaviors on the job and to help them identify their strengths and expand their repertoire of effective management practices. Based on a 15-year research program, COMPASS measures 14 categories of management behavior. These are: Informing, Clarifying, Monitoring, Planning, Problem-solving, Consulting, Delegating, Inspiring, Recognizing, Rewarding, Supporting, Mentoring, Networking and Teambuilding. (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)

Administration: Users must be certified (a certification workshop is provided by Manus Associates). COMPASS is computer scored by the vendor. A manual provides interpretive assistance and instrument background. A development guide is available for each of the 14 management practices, and a planning-guide workbook helps participants interpret and summarize the feedback information and graphs provided.

Development, Validity & Reliability: This instrument is research-based, with scales verified through factor-analysis. Test-retest, internal-consistency and interrater reliability information is provided, and three validation studies are reported. The norm group is a sample of 525 middle-level managers.

Cost: One set: $225.00 (a set consists of one self-report version and eight co-worker versions, a boss report, scoring, feedback report, and documentation).

DEVELOPMENTAL ADVISING INVENTORY (DAI)

Copyright Year: 1989

Author(s): Gary L. Dickson & Timothy R. McMahon

Source or Vendor: Developmental Advising Inventories, Inc., P.O. Box 29-1884, Kettering, OH 45429. Phone: (513) 293-0053.

Target Audience: College students.

Number of Items: 135.

Description: This 135-item inventory is designed to help college students assess and understand the developmental tasks they face in this period of their lives. In the *Advisor's Guide* author Dickson states, "The *Developmental Advising Inventory* (DAI) is an assessment tool based primarily on the theory of young adult development outlined by Arthur W. Chickering (1969), and several other developmental psychologists. The major developmental tasks are conveyed through a wellness model with nine dimensions: Intellectual, Life Planning, Social, Physical, Emotional, Sexual, Cultural, Spiritual and Political." Becoming an effective leader is assumed to require growth along all of these dimensions. The inventory will soon be available in two editions: a Collegiate edition, using "campus" language, and a Community edition, "written for use in corporate, church, and other non-campus settings."

Administration: A 92-page Advisor's Guide (1989; 1992 revision available in July) provides theoretical background, detailed instructions for administration of the DAI, interpretation guidelines, an "Applications" section describing various campus settings in which the DAI may be used, and a history of the instrument's development. A Student Guide is available to help students use inventory results in their development planning. The DAI may be hand or computer scored.

Development, Validity & Reliability: The DAI was normed on a sample of 1551 college and university students. Internal consistency reliability coefficients are reported. Validity studies reported include content validity and construct validity.

Cost: Inventory: $1.00 each (minimum 25); OpScan scoring sheet: $.75 each; Student Guide: $1.25 each; Advisor's Guide: $8.00; Specimen set: $15.00.

EDUCATIONAL ADMINISTRATOR EFFECTIVENESS PROFILE (EAEP)

Copyright Year: 1984

Author(s): Human Synergistics, Inc.

Source or Vendor: Human Synergistics, Inc., 39819 Plymouth Road, Plymouth, MI 48170. Phone: (313) 459-1030.

Target Audience: Educational administrators.

Number of Items: 120.

Description: The EAEP is a self/other instrument designed to help educational administrators diagnose their administrative strengths and weaknesses as a guide to self-development. Eleven categories of administrative behavior are assessed: setting goals and objectives, planning, making decisions and solving problems, managing business and fiscal affairs, assessing progress, delegating responsibilities, communicating, building and maintaining relationships, demonstrating professional commitment, improving instruction and developing staff.

Administration: The EAEP is sold as a kit which contains a self-description form, five "description by others" forms, scoring worksheets, item-by-item feedback and a self-development guide. Feedback data includes a graphic profile indicating relative strengths and weaknesses. A *Leader's Guide* gives additional background and administrative information.

Development, Validity & Reliability: Internal consistency reliability figures are reported in a 1987 study.

Cost: Kit: $45.00 (the kit contains "self" and "other" forms and all necessary scoring and administrative information).

HUMANISTIC LEADERSHIP QUESTIONNAIRE (HLQ)

Copyright Year: 1981

Author(s): Cliff Eagleton & Roy Cogdell

Source or Vendor: C. Eagleton & R. Cogdell (1980-81). The humanistic leadership model: A pilot investigation. *Educational Research Quarterly*, *5*(4), 51-70. Contact the authors at: Governors State University, University Park, IL 60466.

Target Audience: Adult.

Number of Items: 50.

Description: Describes dimensions of leadership in terms of principles and practices derived from a human relations model. The authors define humanistic leadership as "the administration of organizational purposes which maximizes human potential." As originally developed, the instrument encompassed the 15 principles and 11 practices of the "Humanistic Leadership Model" with public school superintendents as the sample. It was also used to assess the superintendents' perceptions of their own and their administrative staff's leadership performance.

Administration: No information available.

Development, Validity & Reliability: Four scoring scales were developed with factor analysis. Since this was a pilot study, no reliability/validity data was reported.

Cost: Contact the authors.

INTERPERSONAL INFLUENCE INVENTORY (III)

Copyright Year: 1990

Author(s): Rollin Glaser

Source or Vendor: Organization Design and Development, 2002 Renaissance Blvd., Suite 100, King of Prussia, PA 19406. Phone: (215) 279-2002.

Target Audience: Adult.

Number of Items: 40.

Description: This inventory is designed to help individuals determine their interpersonal influence style by assessing the behaviors that they use when they attempt to influence others. Inventory items are based on a behavior model that suggests a mix of open and candid behavior coupled with consideration of others. Four influence patterns are derived: assertive, passive, openly aggressive, and concealed aggressive. The author suggests that awareness of influence style has become increasingly important as organizations shift from being hierarchical to a more collaborative model.

Administration: The III is a self-scored instrument. A *Trainer Guide* discusses the background of the instrument, provides guidelines for administration and interpretation and offers suggestions for using the instrument in training.

Development, Validity & Reliability: The *Trainer Guide* discusses scale development via expert panel and factor analysis, and provides internal consistency reliability data for each of the four scales. Limited sample norms are provided for retail management supervisors and managers.

Cost: Inventory: $4.95 each. Participant handout, *How to be an Assertive Leader*: $3.10 each.

LEADER AUTHENTICITY SCALE

Copyright Year: 1982

Author(s): James E. Henderson & Wayne K. Hoy

Source or Vendor: ERIC Document Reproduction Service (ED 221 130, 78 pages), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Phone: (800) 443-3742. Also discussed in: J. E. Henderson & W. K Hoy (1983). Leader authenticity: The development and test of an operational measure. *Educational and Psychological Research, 3* (2), 63-75.

Target Audience: School leaders.

Number of Items: 32.

Description: Measures leader authenticity as defined by three aspects of behavior: the extent to which a leader accepts responsibility for actions, outcomes and mistakes; the degree to which the leader is non-manipulative of subordinates; and the degree to which the leader demonstrates self over role. Research was based on a teacher/principal population.

Administration: The LAS is completed by teachers on their principal.

Development, Validity & Reliability: Instrument development was through literature review, pilot study, expert judgments and factor analysis. Construct validity was tested using relevant variables from the *Organizational Climate Descriptive Questionnaire*. Internal consistency reliability measures are reported.

Cost: This is a research instrument—contact the authors.

LEADER BEHAVIOR ANALYSIS II^{TM} (LBAII)

Copyright Year: 1985, 1991

Author(s): Kenneth H. Blanchard, Ronald K. Hambleton, Drea Zigarmi & Douglas Forsyth

Source or Vendor: Blanchard Training and Development, 125 State Place, Escondido, CA 92025. Phone: (619) 489-5005.

Target Audience: Supervisors and managers.

Number of Items: 20.

Description: This self/other instrument provides a leader with information about his/her self-perceived leadership style as well as others' perceptions of his/her style. Items are presented in the form of typical job situations in which the leader and staff member would be involved together. Respondents select one of four leader decisions which would best describe the target leader's behavior in that situation. There are four leadership style scales and two scales that measure Flexibility and Effectiveness (Flexibility reflecting the choice of varied leadership styles in the situations presented, and Effectiveness reflecting the choice of a style appropriate to the situation presented). (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)

Administration: Completion time is about 20 minutes. The instrument is self-scored. Usually the individual's boss, subordinates and two associates also complete the "Other" version of the instrument. Directions are provided for interpreting responses.

Development, Validity & Reliability: A Blanchard report, *Research on the LBAII*, provides information on instrument development, reliability and validity. Internal consistency and test-retest reliability indices are provided, and one validity study is reported using the Wilson *Multi-Level Management Survey* as a comparison.

Cost: $2.95 each.

LEADER EFFECTIVENESS AND ADAPTABILITY (LEAD)

Copyright Year: Not available.

Author(s): Paul Hersey & Kenneth H. Blanchard

Source or Vendor: University Associates, 8517 Production Avenue, San Diego, CA 92121-2280. Phone: (619) 578-2042.

Target Audience: Managers.

Description: The purpose of this inventory is to evaluate an individual's leadership style. It describes this style in terms of "telling," "selling," "participating," or "delegating," and indicates whether the style is appropriate in various situations. *LEAD Self* provides self-perception and feedback. *LEAD Other*, completed by the leader's associates, provides a group profile of the leader's style.

Administration: LEAD is a short self-scoring instrument.

Development, Validity & Reliability: No information available.

Cost: $2.95 each.

LEADER POWER INVENTORY (LPI)

Copyright Year: 1988

Author(s): M. Afzalur Rahim

Source or Vendor: M. A. Rahim (1988). The development of a leader power inventory. *Multivariate Behavioral Research*, *23*(4), 491-503. M. A. Rahim is at the Department of Management and Marketing, Western Kentucky University, Bowling Green, KY 42101.

Target Audience: Individuals in work or task groups.

Number of Items: 35.

Description: This instrument was designed to measure five bases of leader power suggested by French and Raven: coercive, reward, legitimate, expert and referent. The author's motivation for developing this inventory was to overcome inadequacies of older, widely-used measures of these power bases.

Administration: No administrative details are provided in the article describing the inventory.

Development, Validity & Reliability: Construct and criterion validity are reported in the article noted above. Test-retest and internal-consistency reliability data are also provided, as well as evidence that the inventory is free from "social desirability" response bias.

Cost: This is a research instrument—contact the author.

LEADER REWARD AND PUNISHMENT QUESTIONNAIRE (LRPQ)

Copyright Year: 1982

Author(s): Philip M. Podsakoff, William D. Todor & Richard Skov

Source or Vendor: P. M. Podsakoff, W. D. Todor, & R. Skov (1982). Effects of leader contingent and noncontingent reward and punishment behaviors on subordinate performance and satisfaction. *Academy of Management Journal*, 1982, *25*(4), 810-821. For further information contact Philip Podsakoff, Graduate School of Business, Room 650F, Indiana University, Bloomington, IN 47405.

Target Audience: Employees in organizations.

Number of Items: 23.

Description: This is a 23-item questionnaire designed to measure four leader behavior variables related to the leader's use of reward and punishment. The four factors are: 1) performance-contingent reward behavior (the leader rewards high performance); 2) performance-contingent punishment (the leader punishes low performance); 3) non-contingent punishment (the leader's punishments are unrelated to performance); 4) non-contingent reward (the leader's rewards are unrelated to performance).

Administration: No information available.

Development, Validity & Reliability: The four scales were developed through factor analysis. No reliability data reported in the original article. Criterion validity was supported with the finding that contingent-reward leaders had the most satisfied, productive subordinates.

Cost: Research instrument—contact author.

LEADERSHIP EFFECTIVENESS PROFILE (LEP)

Copyright Year: 1987

Author(s): Talico, Inc.

Source or Vendor: Talico, Inc.

Target Audience: Adults.

Number of Items: 15.

Description: Based on situational and contingency leadership approaches, this instrument is used to identify leadership style preferences, evaluate the individual's diagnostic skills and adaptability regarding leadership situations, and assess the individual's overall potential effectiveness as a leader.

Administration: Completion time: 40 minutes.

Development, Validity & Reliability: Construct validity reportedly addressed using the "known groups" method.

Cost: Package of 20 questionnaires: $59.95.

LEADERSHIP OPINION QUESTIONNAIRE (LOQ)

Copyright Year: 1960-1969, 1989

Author(s): Edwin A. Fleishman

Source or Vendor: London House, 9701 West Higgins Road, Rosemont, IL 60018. Phone: (800) 237-7685.

Target Audience: Supervisors and prospective supervisors.

Number of Items: 40.

Description: This instrument measures *Consideration* and *Structure*, two factors that evolved from the Ohio State leadership studies. It is a self-report format in which respondents indicate how frequently they feel they should do what is described in each item. A high score on the *Consideration* scale suggests an emphasis on the group process and human relations aspects of managing, while a high *Structure* score reflects a need to actively direct and structure tasks and activities. The *Examiner's Manual* suggests that the LOQ (which is completed by the supervisor) may be used in conjunction with a companion instrument, the *Supervisory Behavior Description* (which is completed by subordinates on how their managers behave), but users should be aware that these are separate instruments, not different versions of the same instrument.

Administration: Users of the LOQ must have completed appropriated coursework in psychology/education or have received comparable training. The instrument is self-scoring and can be completed in about 15 minutes. An *Examiner's Manual* (1989) provides a description of the LOQ and information on usage, development, reliability and validity.

Development, Validity & Reliability: The instrument grew out of a long history of leadership research at Ohio State University. The dimensions were developed and refined using factor analytic techniques. Internal consistency and test-retest reliability coefficients are reported in the manual, along with reviews of construct and criterion validity studies.

Cost: Package of 25 test booklets: $35.00. Examiner's Manual: $10.00.

LEADERSHIP PERSONALITY COMPATIBILITY INVENTORY (L/PCI)

Copyright Year: 1983

Author(s): James H. Brewer

Source or Vendor: Organization Design and Development, 2002 Renaissance Blvd., Suite 100, King of Prussia, PA 19406. Phone: (215) 279-2002.

Target Audience: Adult.

Number of Items: Information not available.

Description: Designed to help managers understand how the compatibility between their basic personality style and their leadership role may affect leadership effectiveness. A personality inventory and a leadership role inventory are included. Personality types measured are bold, expressive, sympathetic or technical. Leadership role characteristics are active/competitive, persuasive/interactive, precise/systematic and willing/steady.

Administration: The two parts of the L/PCI are self-administered and self-scored. Interpretations are provided on the back of the scoring sheets. Data from the two inventories are plotted on a compatibility graph.

Development, Validity & Reliability: Internal-consistency reliability is reported only for the personality-style section. Validity studies were reportedly done, but no specific data are provided.

Cost: $6.95 each.

LEADERSHIP PRACTICES INVENTORY (LPI)

Copyright Year: 1988

Author(s): Barry Z. Posner & James M. Kouzes

Source or Vendor: Pfeiffer & Company (University Associates), 8517 Production Avenue, San Diego, CA 92121. Phone: (619) 578-5900.

Target Audience: Leaders at all levels in various types of organizations.

Number of Items: 30.

Description: This instrument is based on the premise that leadership is an observable learnable set of practices and that those with the desire and persistence to lead can improve their leadership skills. The five practices measured are challenging the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging others. According to the authors, "The LPI helps you discover to what extent you have incorporated these five practices into your everyday behavioral repertoire." The two forms of the instrument allow self-evaluation and evaluation by others. Suggested uses include leadership training, leader selection, performance feedback and leadership research. (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.) NOTE: A student version of the LPI will be available in September 1992—see separate entry in this section under *Student-Leadership Practices Inventory*.

Administration: Completion time is about ten minutes. The LPI can be self-scored, or scored with a PC-based computerized scoring program. The computer scoring generates a feedback printout. A trainer's manual provides interpretive and background information, and a development guide helps individuals use the feedback provided.

Development, Validity & Reliability: The development of this instrument was based on extensive research by Kouzes and Posner. Reliability was determined using test-retest, internal consistency and interrater methods. Validity was tested against an independent measure of leadership effectiveness. Feedback scales were verified with factor analysis.

Cost: LPI-self: $8.95 each. LPI-other: $3.95 each.

LEADERSHIP REPORT (3RD EDITION)

Copyright Year: 1988, 1990

Author(s): W. Warner Burke Associates

Source or Vendor: W. Warner Burke Associates, Inc., 201 Wolfs Lane, Pelham, NY 10803. Phone: (914) 738-0080.

Target Audience: Anyone in a leadership position.

Number of Items: 18.

Description: This instrument is based on the work of James MacGregor Burns and is designed to help individuals distinguish between transformational leadership and transactional leadership. Transformational leaders are concerned primarily with change, while transactional leaders view the leader-follower relationship as an exchange process. The instrument is primarily for middle and upper level managers, though it could be used by anyone in a leadership or managerial position. The LR is available both in a self-scoring format and in a self and others' feedback edition.

Administration: Completion time is about 25 minutes. A booklet contains the questionnaire, scoring instructions, interpretation guidance, norms and a reading on "Leadership and Empowerment."

Development, Validity & Reliability: Factor analysis was used to extract three dimensions measured by the instrument. Some evidence of validity is provided by a study that showed that the *Leadership Report* is able to differentiate leaders from managers.

Cost: Booklet: $10.00.

LEADERSHIP SKILLS ASSESSMENT

Copyright Year: Unknown

Author(s): Unknown

Source or Vendor: Richard B. Artman, Vice President, Student Affairs, Nebraska Wesleyan University, 5000 St. Paul Avenue, Lincoln, NE 68504. Phone: (402) 465-2153.

Target Audience: College students.

Number of Items: 81.

Description: This inventory is, according to the author, "designed to help you identify the skills which you have developed as a result of your involvement in extra-curricular activities." Thirteen skill areas are covered and have the following headings: Communication; Time Management; Stress Management; Assertiveness; Running Meetings; Group Process; Decision Making; Conflict Resolution; Power and Authority; Leadership Styles; Program Development; Motivation, Delegation and Supervision; and Responsibility, Influence and Change. Scores are self-computed for each skill category.

Administration: Self-administered and scored.

Development, Validity & Reliability: No information available.

Cost: Contact Richard Artman.

LEADERSHIP SKILLS INVENTORY (LSI)

Copyright Year: 1985

Author(s): Frances A. Karnes & Jane C. Chauvin

Source or Vendor: D.O.K. Publishers; P.O. Box 605; East Aurora, NY 14052. Phone: (800) 458-7900.

Target Audience: Elementary and secondary school students. May also be used at post-secondary level.

Number of Items: 125.

Description: The LSI is a self-administered, self-scored inventory of personal leadership skills for use with students who would like to improve their leadership potential. It analyzes abilities in nine areas: fundamentals of leadership, written communication, speech communication, values clarification, group dynamics, problem solving, personal development, decision making and planning.

Administration: Completion time is about 45 minutes. The inventory may be administered in a group or individual setting. An administration manual covers the development, use, scoring and interpretation (briefly) of the instrument. A computer-scored version is available. An extensive *Activities Manual* offers developmental activities corresponding to items on the LSI.

Development, Validity & Reliability: Reliability was measured by internal consistency methods. Scales were developed after a review of the literature, but no factor-analytic studies to verify scale integrity are reported.

Cost: Kit with 25 inventory forms, manual and activity book: $48.00.

LEAST PREFERRED CO-WORKER SCALE (LPC)

Copyright Year: 1967

Author(s): Fred E. Fiedler

Source or Vendor: Fred E. Fiedler, Department of Psychology, University of Washington, Seattle, WA 98195. Phone: (206) 543-2640.

Target Audience: Leaders or potential leaders in various settings.

Number of Items: 18.

Description: This 18-item self-report instrument is primarily for research use. It attempts to measure whether a leader is primarily relationship oriented or task oriented. The format is unusual in that the items involve describing someone with whom the respondent *least* likes to work. The relative negativity of these scores determines whether the individual is seen as relationship-oriented (less negative) or task-oriented (more negative). The LPC is based on Fiedler's contingency theory of leadership (F. E. Fiedler & M. Chemers. *Leadership and Effective Management*. Glenview, IL: Scott Foresman, 1974).

Administration: Completion time is less than five minutes. The overall LPC score is a simple sum of the item scores.

Development, Validity & Reliability: Reliability measures using internal consistency and test-retest procedures are reported. Predictive validity studies seem to show that task-motivated leaders perform well in very favorable or very unfavorable situations, while relationship-oriented leaders do best in moderately favorable situations, an outcome consistent with Fiedler's contingency model.

Cost: This is a research instrument. Contact the author.

LIFE STYLES INVENTORY® (LSI)

Copyright Year: 1989

Author(s): J. Clayton Lafferty

Source or Vendor: Human Synergistics, Inc., 39819 Plymouth Road, Plymouth, MI 48170. Phone: (313) 459-1030.

Target Audience: Appropriate for leaders and non-leaders at all levels.

Number of Items: 240.

Description: This instrument was developed "to assist individuals in identifying and understanding their thinking patterns and self-concept." The twelve scales (thinking styles) that make up the instrument are: Humanistic-Encouraging, Affiliative, Approval, Conventional, Dependent, Avoidance, Oppositional, Power, Competitive, Perfectionistic, Achievement and Self-actualization. (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)

Administration: The LSI is available in a "self" form and a form that allows rating by others. Completion time is about 30 minutes, and the LSI may be either self-scored or scored by Human Synergistics. A *Leader's Guide* is available that covers administration, scoring and interpretation, and a *Self-development Guide* which tells how to use the instrument and its scores. No special certification is required to administer the instrument.

Development, Validity & Reliability: Reliability data include internal consistency and interrater figures. Validity studies are reported in the manual and in others' research. The 240 items that comprise this instrument, and the 12 resultant scales, are conceptually based on Maslow's hierarchy of needs (security versus satisfaction) and on several other research themes that differentiate a "people" versus a "task" orientation. The scale was normed on a sample of over 9000 adults.

Cost: LSI 1 (self rating), including Self-development guide and Profile Summary: $23.00. LSI 2 (others' ratings), including five inventories and one Self-development guide: $47.00.

MANAGEMENT SKILLS PROFILE (MSP)

Copyright Year: 1982

Author(s): Personnel Decisions, Inc.

Source or Vendor: Personnel Decisions, Inc., 2000 Plaza VII Tower, 45 South 7th Street, Minneapolis, MN 55402-1608. Phone: (612) 339-0927.

Target Audience: Middle-level managers.

Number of Items: 122.

Description: The MSP is a self/other questionnaire from Personnel Decisions containing a brief biographic section and a 122-item management skills section. Respondents indicate the extent to which a skill statement applies to the manager in question (self or other). It measures 18 skill areas associated with effective management (e.g., human relations, motivating, coaching), plus a Results Orientation scale included for research purposes. Output is a narrative Developmental Feedback Report. The MSP interpretive guide says that, "the MSP focuses on specific job-related skills, rather than on managerial style or other abstract concepts . . ." (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)

Administration: Completion time is about 30-45 minutes. The MSP is on a scannable form scored by the vendor. Users must be certified by Personnel Decisions, Inc. before purchasing the instrument (two day workshop). Workshop attendees receive a *Developing Managers Manual* which provides help on administration, interpretation and feedback. Participants get a personalized feedback report that uses graphs, plots and narrative to present strengths, development needs and development suggestions.

Development, Validity & Reliability: Interrater and internal consistency reliability studies are reported along with longitudinal test-retest correlations. Content validation research is reported. Recent research reports on the criterion validity of the MSP.

Cost: Set of one self and nine observer forms, an interpretive guide and scoring: $250.00.

MANAGERIAL WORK-VALUES SCALE (MWVS)

Copyright Year: 1991

Author(s): T. Venkateswara Rao

Source or Vendor: In J. W. Pfeiffer, *The 1991 Annual: Developing Human Resources* (pp. 163-177). San Diego, CA: University Associates.

Target Audience: Managers and potential managers.

Number of Items: 36.

Description: Originally developed to measure the work values of medical doctors, the instrument was later revised to measure managers' work values. It focuses on nine values: creativity, economics, independence, status, service, academics, security, collegiality and work conditions. A paired-comparison format is used to establish the relative strengths of the values for the individual.

Administration: This self-scoring instrument can be self-administered or given in a group setting. An interpretation sheet provides a ranking of values and a brief explanation of each value; a short "Action Plan" section provides guidelines for change.

Development, Validity & Reliability: Test-retest reliability figures are provided, as is a brief discussion of content validity and the use of cluster analysis to verify scale independence.

Cost: May be reproduced for educational use.

MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MLQ)

Copyright Year: 1985, 1990

Author(s): Bernard M. Bass & Bruce J. Avolio

Source or Vendor: Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, CA 94306. Phone: (415) 969-8901.

Target Audience: The MLQ may be used with leaders at all organizational levels. It has been used in a variety of organizational settings.

Number of Items: 70.

Description: This 70-item instrument measures transformational and transactional leadership skills as developed and defined by James Burns, Bernard Bass and others. Four scales reflect transformational leadership and two reflect transactional leadership. Additionally, there is a "non-leadership" scale and six organizational outcome scales. The transformational scales are Charisma, Inspiration, Intellectual Stimulation and Individual Consideration. The transactional scales are Contingent Reward and Managing-by-Exception. According to Bass, transformational leadership augments transactional leadership rather than replacing it. (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)

Administration: This instrument can be completed in about 15 minutes. It is completed by the leader and subordinates. To purchase the MLQ users must indicate that they have had a course or other experience that would enable them to interpret psychological tests. Scoring is by the vendor. An extensive feedback report, including graphics, provides tailored interpretation of results.

Development, Validity & Reliability: The MLQ is based on many studies of managers in varied kinds of organizations. Feedback scales were developed through factor analysis. Reliability studies include test-retest, internal consistency and interrater. A number of validity studies have been completed and others are underway.

Cost: $50.00 per set (self-rating form, five rater forms and computer scoring).

NETWORKING SKILLS INVENTORY (NSI)

Copyright Year: 1990

Author(s): Beverly Byrum-Robinson & David Womeldorff

Source or Vendor: In J. W. Pfeiffer, *The 1990 Annual: Developing Human Resources* (pp. 153-168). San Diego, CA: University Associates.

Target Audience: Actual or potential managers and leaders.

Number of Items: 24.

Description: This instrument was derived from interviews with networking "experts" and from the work of John Kotter on networking. It consists of 24 items that ask respondents to say how often they engage in a particular networking behavior. Scores are translated into three dimensions which correspond to Kotter's three bases for building influence. These are: attaining relevant information; creating and maintaining good working relations; and establishing a good track record.

Administration: The inventory is self-scored. Scores are plotted on a triangular graph representing the three influence bases. Brief interpretation instructions are provided.

Development, Validity & Reliability: Content validity is based on expert rater acceptance of items as being important networking behaviors. Construct validity was assessed from factor analysis. The authors report moderate internal-consistency reliability. Norms were derived for a group of financial-service professionals and for a cross-section of professionals in a variety of industries.

Cost: May be reproduced for educational use.

POWER BASE INVENTORY

Copyright Year: 1985, 1991

Author(s): Kenneth W. Thomas & Gail Fann Thomas

Source or Vendor: XICOM, Sterling Forest, Tuxedo, NY 10987. Phone: 800-759-4266.

Target Audience: Leaders and others who want to understand and exert influence.

Number of Items: 30.

Description: This instrument measures the following managerial power styles: information giving, expertise, goodwill, authority, reward and discipline. Power is defined as the ability to influence people, either by "personal power" or "position power." Individuals select whichever of two statements is more descriptive of the reasons why subordinates might comply with their wishes or beliefs.

Administration: The Power Base Inventory is self-scored and graphed on a chart in the test booklet. Eleven pages of interpretation and usage guidance are also provided in the booklet.

Development, Validity & Reliability: Internal consistency and test-retest reliability quotients are reported. Initial measures of convergent validity and construct validity are also reported.

Cost: $5.25 each.

POWER PERCEPTION PROFILE (PPP)

Copyright Year: 1979

Author(s): Paul Hersey & Walter E. Natemeyer

Source or Vendor: University Associates, 8517 Production Avenue, San Diego, CA 92121-2280. Phone: (619) 578-5900.

Target Audience: Supervisors, managers, educational leaders.

Number of Items: 21.

Description: The PPP is a self/other instrument designed to provide individuals with feedback on their range of power bases, to identify the power bases that may be needed to influence situations, and to extend the situational leadership approach into an organizational context.

Administration: The PPP is self scoring. A worksheet and six-page handout may be purchased to assist in interpreting and using the feedback from the instrument.

Development, Validity & Reliability: No information available.

Cost: Perception of Self form: $2.95. Perception of Other form: $2.95.

PRAXIS®

Copyright Year: 1990

Author(s): Christopher W. Guest, Peter D. Gratzinger & Ronald A. Warren

Source or Vendor: ACUMEN International, 3950 Civic Center Drive, Suite 310 North, San Rafael, CA 94903. Phone: (415) 492-9190.

Target Audience: Middle-level managers.

Number of Items: 128.

Description: PRAXIS measures management skills from a behavioral perspective and indicates which of those skills co-workers think are most important for managers. The authors note that this instrument is intended to provide feedback and guide management development. The skill areas included were derived from the work of many previous researchers. An initial list of 36 skill areas was reduced to 16 in 4 categories. The four categories are Task Management, Team Development, Business Values and Leadership. The 16 skills are Informing, Efficiency, Planning, Problem Solving, Performance Feedback, Relationship Skills, Staff Development, Team

Motivation, Quality Improvement, Customer Focus, Promoting Innovation, Accountability, Empowerment, Influence, Mission Skills and Networking. (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)

Administration: Certification for users is highly recommended but not mandatory. PRAXIS uses personal computers to collect data from the manager and co-workers. A special report-generator program uses the PC to produce a personalized printed feedback report which contains both graphic and narrative information. A participant workbook provides additional guidance. A trainers' guide is available to assist instrument administrators.

Development, Validity & Reliability: Internal consistency and interrater reliability measures are provided. Criterion validity was assessed using leadership effectiveness ratings.

Cost: $165.00 per manager.

PRINCIPAL'S POWER TACTICS SURVEY

Copyright Year: 1989

Author(s): Richard G. Landry, Ann W. Porter & Donald K. Lemon

Source or Vendor: Contact the authors at the University of North Dakota, Grand Forks, ND 58202. Instrument development is reported in: R. G. Landry, A. W. Porter, & D. K. Lemon (1989). *Educational and Psychological Measurement*, *49*, 221-226.

Target Audience: Principals.

Number of Items: 35.

Description: This instrument was developed to assess the power strategies used by elementary school principals from the perspective of the teachers. Position Power and Personal Power are the primary scales of the survey. Subscales are Assertiveness, Sanctions, Upward Appeal, Ingratiation, Rationality, Exchange and Coalition.

Administration: No information provided.

Development, Validity & Reliability: Internal-consistency reliability figures are reported. Content validity was assessed through teacher judgments of items.

Cost: This is a research instrument—contact the authors.

SELF ASSESSMENT

Copyright Year: Unknown

Author(s): Unknown

Source or Vendor: Julie Hellweg, Outreach Program Manager, Continuing Education and Extension, University of Wisconsin, 2100 Main Street, Room 103, Stevens Point, WI 54481. Phone: (715) 346-3730.

Target Audience: College students.

Number of Items: 24.

Description: This 24-item inventory asks respondents to make an assessment of their relative ability on each of the items presented. According to the author, the list "includes those qualities most commonly associated with leadership."

Administration: Brief instructions are included with the inventory.

Development, Validity & Reliability: No information provided.

Cost: Contact Julie Hellweg.

SITUATIONAL LEADERSHIP II: LEADERSHIP SKILLS ASSESSMENT

Copyright Year: 1990

Author(s): Kenneth C. Blanchard, et al.

Source or Vendor: Blanchard Training and Development, Inc., 125 State Place, Escondido, CA 92025. Phone: (800) 728-6000.

Target Audience: Those in a management or leadership position.

Number of Items: 24.

Description: The purpose of this assessment instrument is to provide feedback to one's immediate supervisor or manager. It offers situations in which users describe their manager's recent behavior and leadership skills. The ratings range from one, indicating never, to six, indicating always. The four leadership styles measured are Directing, Coaching, Supporting and Delegating.

Administration: Completion time is approximately 20 minutes. Directions for the survey are included in the test booklet. Forms are mailed to a test-scoring company which prepares a composite computer summary for feedback. A 12-page interpretive guide is also provided.

Development, Validity & Reliability: No information provided.

Cost: Package of one "Self" and five "Other" forms, plus interpretive booklet: $60.00.

SKILLS INVENTORY

Copyright Year: Unknown

Author(s): Unknown

Source or Vendor: Julie Hellweg, Outreach Program Manager, Continuing Education & Development, University of Wisconsin, 2100 Main Street, Room 103, Stevens Point, WI 54481. Phone: (715) 346-3730.

Target Audience: College students.

Number of Items: 27.

Description: This is a 27-item checklist of skills and understandings (e.g., "Understand the factors that contribute to an effective group"; "Do my own goal-setting and planning process"). For each item the respondent has three choices: "I am unable to do this at this time"; "I am able to do this with guidance from someone"; "I am able to do this without guidance."

Administration: No information provided.

Development, Validity & Reliability: No information provided.

Cost: Contact Julie Hellweg.

SKILLSCOPE®

Copyright Year: 1988

Author(s): Robert E. Kaplan

Source or Vendor: Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300. Phone: (919) 288-7210.

Target Audience: Managers at all levels.

Number of Items: 98.

Description: This is a 98-item questionnaire, completed by a manager and a mixture of subordinates, peers and superiors, which assesses managerial strengths and development needs. Results are summarized in fifteen clusters of management skills, presented in a display that indicates whether the skill is a strength, development need, or neither. It compares self, boss and "all other" ratings.

Administration: Before purchasing users must offer evidence of skill in giving feedback. SKILLSCOPE has a simple yes/no checklist format on scannable forms that are scored by the Center for Creative Leadership. A graphic feedback report plots strengths and development needs as seen by the participant and by others. A *Trainer's Guide* provides background information, administrative and interpretive help, and psychometric information.

Development, Validity & Reliability: Test-retest and internal consistency reliability studies are reported in the *Trainer's Guide*. Validity was assessed using an independent measure of manager effectiveness.

Cost: Set of one self and nine observer forms, *Trainer's Guide*, and scoring with feedback report: $125.00.

STRENGTH DEPLOYMENT INVENTORY (SDI)

Copyright Year: 1973, 1989

Author(s): Elias H. Porter

Source or Vendor: Personal Strengths Publishing, Inc., P.O. Box 397, Pacific Palisades, CA 90272. Phone: (213) 454-5915.

Target Audience: Adults and students.

Number of Items: 24.

Description: This is a 20-item inventory measuring an individual's self-reported style of relating to others under two conditions: when things are going well, and when things are not going well and the respondent is in conflict with others. Scores are plotted on an "Interpersonal Interaction Triangle" and graphically illustrate the individual's strength of motivation toward four polarities: Altruistic-Nurturing, Assertive-Directing, Analytic-Autonomizing and Flexible-Cohering.

Administration: The SDI is self-administered and includes instructions on the first page. The self-contained form provides instructions for plotting scores as well as text and graphs for understanding and interpreting the results. A *Manual of Administration and Interpretation* provides facilitators and trainers with technical background and other administrative information. There is no special certification required to use and administer the SDI.

Development, Validity & Reliability: Test-retest reliability figures are reported in the administration manual. Internal-consistency measures were reportedly done, but no coefficients are available.

STUDENT-LEADERSHIP PRACTICES INVENTORY (S-LPI)

Copyright Year: 1992

Author(s): Barry Z. Posner & Barbara Brodsky

Source or Vendor: Kouzes-Pozner International, Inc., 2330 Forbes Avenue, Suite A, Santa Clara, CA 95050. Phone: (408) 243-3540. NOTE: The S-LPI will be available for purchase by September 1992.

Target Audience: College students.

Number of Items: 30.

Description: This is an instrument designed for assessing and studying leadership in college students. It can be used alone or with an "other" version for constituent feedback. It grew out of the original Leadership Practices Inventory developed by Kouzes and Posner, which rests on a model of effective leadership based on specific behaviors of people when they are at their "personal best" as leaders. The premise for the development of a student version is that leadership assessment techniques that are appropriate for business and public sector organizations are probably not appropriate in the college environment.

Administration: Administrative details, instrument background and norms are included in a trainer's manual.

Development, Validity & Reliability: The S-LPI was developed with a population of outstanding student leaders, then pilot-tested and validated on additional student-leader groups. Test-retest and internal reliabilities available.

Cost: Package of 10 *Self* forms: $25.00. Package of 50 *Other* forms: $50.00. Trainer's manual: $25.00.

SUBSTITUTES FOR LEADERSHIP SCALE

Copyright Year: 1978

Author(s): Steven Kerr & John M. Jermier

Source or Vendor: S. Kerr & J. M. Jermier (1978). Substitutes for leadership: Their meaning and measurement. *Organizational Behavior and Human Performance, 22*, 375-403. Contact Steven Kerr, Dept. of Management, University of Southern California, Los Angeles, CA 90007.

Target Audience: Organizational members.

Number of Items: 55.

Description: This research instrument grew out of Kerr and Jermier's premise that in certain situations "certain individual, task, and organizational variables act as "substitutes for leadership," negating the hierarchical superior's ability to exert either positive or negative influence over subordinate attitudes and effectiveness." The SLS contains thirteen subscales, each reflecting some aspect of the subordinate, task or organization that may substitute for leader influence. (Additional research on this scale is reported in: M. L. Williams (1988). A preliminary analysis of the construct of Kerr & Jermier's 'Substitutes for Leadership' scales. *Journal of Occupational Psychology, 61*, 307-333.)

Administration: Contact the authors.

Development, Validity & Reliability: Internal consistency reliability figures are reported in the above article. Criterion validity, using a city police department sample, is also reported.

Cost: Contact the authors for availability.

SUCCESS STYLE PROFILE (SSP)

Copyright Year: 1988

Author(s): Dennis E. Coates

Source or Vendor: Performance Support Systems, 601 Thimble Shoals Blvd., Suite 207, Newport News, VA 23606. Phone: (804) 873-3700 or (800) 488-6463.

Target Audience: Leaders, managers, students and others.

Number of Items: 96.

Description: A 96-item cognitive styles inventory in which the respondent is asked, "How strong is your INTEREST, LIKING or PREFERENCE for each of the items below?" The SSP is constructed in a modified paired-comparison format. It offers information on where a person is comfortable operating and the kinds of leadership situations where the person must stretch. It may also raise awareness of the operating-style differences among people and groups. Output is presented as 16 possible cognitive styles, each resulting from a different configuration of three basic dimensions: Perception-Conception, Logic-Feel and External-Internal focus of attention.

Administration: Those who plan to use the SSP must attend a 4-day certification workshop ($795). The SSP is computer scored, and an individualized "Summary Report" is provided that describes and charts the results. A 35-page booklet and a summary chart of leadership styles are available to assist individuals in interpreting their results. An administrator's handbook is also available.

Development, Validity & Reliability: Test-retest and internal-consistency reliability data are reported in the administrator's handbook. Criterion validity was assessed using reference groups in specialized occupations. Convergent-construct validation is also addressed.

Cost: Question book and answer sheet: $3.00. Computer scoring: $10.00 each.

SUPERVISORY BEHAVIOR DESCRIPTION (SBD)

Copyright Year: 1972, 1979, 1989

Author(s): Edwin A. Fleishman

Source or Vendor: London House, 9701 West Higgins Road, Rosemont, IL 60018. Phone: (800) 237-7685.

Target Audience: Subordinates of managers at various levels.

Number of Items: 48.

Description: The SBD measures leader behaviors, as seen by the leader's subordinates, rather than the process of leadership. This is one of several instruments that evolved from the Ohio State leadership studies. It is designed to measure two dimensions of a supervisor's (leader's) behavior: *Consideration*, which encompasses actions reflecting friendship, mutual trust and good human relations; *Structure*, which reflects behaviors centered around organizing work and relationships, scheduling, and getting the job done. The *Examiner's Manual* notes that sometimes the SBD is used in conjunction with the *Leadership Opinion Questionnaire*, an instrument which measures these same two dimensions, but from the leader's own perspective; these two instruments, however, are separate instruments, not self/other versions, and thus cannot be directly compared.

Administration: Users of the SBD must have completed appropriate coursework in psychology/education or have received comparable training. The SBD is self-administered, and an accompanying *Examiner's Manual* describes specific details which the administrator must address when using this instrument. The manual also includes information on instrument development, usage, validity and reliability, and norms.

Development, Validity & Reliability: The SBD comes out of a long history of leadership research at Ohio State University. Reliability figures (test-retest and internal consistency) are reported in the manual. The manual also summarizes construct and criterion-related validity studies.

Cost: Package of 25 test booklets: $35.00. Examiner's manual: $10.00.

SURVEY OF LEADERSHIP PRACTICES (SLP)

Copyright Year: 1987-1989

Author(s): Clark L. Wilson & Donal O'Hare

Source or Vendor: Clark Wilson Publishing Company, 1320 Fenwick Lane, Suite 412, Silver Spring, MD 20910. Phone: (800) 537-7249 or (301) 587-2591.

Target Audience: All organizational levels.

Number of Items: 85.

Description: Based on Wilson's task cycle theory of leadership influence, this instrument contains dimensions that correspond to his phases of the leadership process. These phases are: Entrepreneurial Vision, Sensing the Environment, Gaining Commitment, Drive and Reinforcing Change. The survey is usually administered to the individual and to the individual's boss, peers and direct reports. (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of*

Sixteen Multi-rater Instruments, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)

Administration: Users of this instrument are required to attend a qualification workshop. The SLP is computer scored; feedback consists of both narrative and graphs, and participants also receive a personal planning guide. A trainer's guide provides administrative, background and feedback information.

Development, Validity & Reliability: Instrument development is based on research and factor analysis for scale verification. Internal-consistency and interrater reliability data are reported in publisher's documents. Criterion validity was assessed using ratings by superiors.

Cost: Instrument: $10.50 each. Computer scoring: $5.00 - $7.00 for a set of instruments.

T-P LEADERSHIP QUESTIONNAIRE

Copyright Year: 1974

Author(s): J. William Pfeiffer & John E. Jones

Source or Vendor: In J. W. Pfeiffer & J. E. Jones (1974), *A Handbook of Structured Experiences for Human Relations Training. Volume I* (pp. 7-12). San Diego, CA: University Associates.

Target Audience: General.

Number of Items: 35.

Description: This is a 35-item questionnaire for measuring leadership style along the dimension of task orientation versus people orientation. A simple profile sheet may be completed that indicates where the respondent falls on the Task-Person dimension. According to the authors it was adapted from a revision of the Leader Behavior Description Questionnaire.

Administration: This is a self-rating and self-scoring instrument. Administrative and scoring instructions are provided in the reference above.

Development, Validity & Reliability: No information available.

Cost: May be reproduced for educational use.

TACIT KNOWLEDGE INVENTORY FOR MANAGERS (TKIM)

Copyright Year: 1991

Author(s): Richard K. Wagner & Robert J. Sternberg

Source or Vendor: Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-2498. Phone: (800) 634-0424.

Target Audience: Managers at all levels.

Number of Items: 9.

Description: This instrument was constructed to measure what the authors call "managerial street smarts." The test consists of a series of work-related situations coupled with ten possible responses to that situation. The individual completing the inventory is asked to rate the quality of each response compared to the others.

Performance on the inventory is scored by comparing the individual's responses to those of a group of experts. According to the authors, "the inventory can be used to guide organizations in the selection of entry-level managers, promotion of lower- and middle-level managers to higher ranks, and as a diagnostic tool for training and development."

Administration: Certification/registration is not required to administer the TKIM in a corporate setting, but the publisher does require verification of user qualifications if purchased by individuals. Completion time is about 25 minutes. The *User Manual* provides administration guidelines, interpretation help and reliability/validity information. The TKIM is computer scored, and managers receive a results report with both graphic and narrative information.

Development, Validity & Reliability: Internal consistency and test-retest reliability studies are reported in the user manual. It has been validated against behavioral assessment ratings from leadership development simulations.

Cost: Test Booklets: 5 for $10.00. Answer sheets and scoring: 10 for $220.00.

VISIBILITY/CREDIBILITY INVENTORY: MEASURING POWER AND INFLUENCE

Copyright Year: 1988

Author(s): W. Brendan Reddy & Gil Williams

Source or Vendor: In J. W. Pfeiffer, *The 1988 Annual: Developing Human Resources* (pp. 115-124). San Diego, CA: University Associates.

Target Audience: Adult work group members.

Number of Items: 50.

Description: This measure is used to help group members understand their own and others' functioning with regard to power within a group. The two components of power assessed are visibility and credibility. "Visibility results from those behaviors that permit a person to be 'up-front' and physically visible. Credibility results from those bahaviors that give a person influence so that he or she is believed—and believed in—by others."

Administration: Self scored. Brief administration guidelines are provided.

Development, Validity & Reliability: No information available.

Cost: May be reproduced for educational use.

THE VISIONARY LEADER: LEADER BEHAVIOR QUESTIONNAIRE

Copyright Year: 1984, 1985, 1988

Author(s): Marshall Sashkin

Source or Vendor: Organization Design and Development, 2002 Renaissance Boulevard, Suite 100, King of Prussia, PA 19406. Phone: (215) 279-2002.

Target Audience: Middle- and upper-level managers.

Number of Items: 50.

Description: This is a questionnaire of 50 items completed by the leader and by the leader's associates (using a similar observer rating form). Each item describes a certain leadership behavior, characteristic or effect a leader might have on the organization.

Behavior patterns measured (scales) include focused leadership, communication leadership, trust leadership, respectful leadership, risk leadership, bottom-line leadership, empowered leadership, long-term leadership, organizational leadership and cultural leadership. Respondents are asked to indicate how true the statement is of the person they are rating. Scores provide information on the extent to which the ratee is a visionary leader, can elicit this response from others, and performs normal leadership functions. (For a comprehensive review of this instrument refer to: *Feedback to Managers. Volume II: A Review and Comparison of Sixteen Multi-rater Instruments*, by Ellen Van Velsor and Jean Brittain Leslie. Greensboro, NC: Center for Creative Leadership, 1991.)

Administration: Completion time is about 20 minutes. The instrument is self-scored and results are plotted on a triangular grid. No certification is required to administer the instrument. A *Visionary Leader Trainer Guide* is available which includes background information, technical details and norms.

Development, Validity & Reliability: Feedback scales were developed from factor analysis. Only internal consistency reliability has been reported. Validity studies in 1988-1989 are reported, but these are based on an earlier edition of the instrument. Studies on the current edition are in progress.

Cost: Self form: $7.95. Other form: $2.95.

BASES OF POWER: DEVELOPING THE GROUP'S POTENTIAL

Copyright Year: 1991

Author(s): Mary H. Kitzmiller

Source or Vendor: In J. W. Pfeiffer, *The 1990 annual: Developing human resources* (pp. 43-50). San Diego, CA: University Associates.

Description: This exercise is based on the premise that without power, leadership is impossible. Using preliminary readings, discussion, self-analysis and information sharing, participants are helped to identify their power bases (from among seven possibilities) and discover how they use power. The exercise also points out to group members the different power bases within the group. To wind up the experience, each participant creates an action plan for enhancing his or her power bases.

Cost: May be copied for training use, with credit to the source.

Target Audience: Intact work groups.

Number of Participants: All members of an intact work group.

Time Required: Three to three and one-half hours for a six-member group.

Materials Required: All required materials are in the book.

BEYOND LIMITS

Copyright Year: 1991

Author(s): Mike Woodcock & Dave Francis

Source or Vendor: In M. Woodcock & D. Francis, *The self-made leader: 25 structured activities for self-development* (pp. 73-81). King of Prussia, PA: Organization Design and Development.

Description: The purpose of this activity is to assist individuals in exploring their personal limits. To start, participants individually complete a "Limits Checklist" of activities, responding in one of three ways: "I would do this willingly"; "I might do this"; or "I cannot imagine doing this." Scores are derived for five limit areas (e.g., "Low Emotional Expressiveness"), and then individuals complete a limits exercise worksheet and discuss the results with at least one other person. The facilitator emphasizes that it is always possible to choose to venture beyond one's perceived limits and explore new ways of behaving.

Cost: May be reproduced from the book above for in-house educational use.

Target Audience: General.

Number of Participants: Any number in groups of three or four.

Time Required: One and one-half hours.

BLIND LEADERSHIP

Copyright Year: 1991

Author(s): Cindy P. Lindsay & Cathy A. Enz

Source or Vendor: C. P. Lindsay & C. A. Enz. Resource control and visionary leadership: Two exercises. *Journal of Management Education, 15*(1), 127-135.

Description: As described by the authors, *Blind Leadership* "emphasizes the importance of leadership vision to the successful accomplishment of group tasks. In this exercise, a sighted group leader instructs blindfolded subordinates in putting together a Tinkertoy structure." Group leaders are given a picture of a completed Tinkertoy structure and told they may do whatever they wish (except remove blindfolds or touch the Tinkertoys) to get their subordinates to build the structure depicted. The authors note that the groups that finish first are usually the ones in which the leader communicated a "vision" of the final structure to the subordinates.

Target Audience: Various.

Number of Participants: Five groups of four to six people each.

Time Required: Approximately forty-five minutes to one hour.

Preparation: Not specified.

Materials Required: Five sets of basic Tinkertoys; blindfold for each participant; five pictures of the Tinkertoy structure they are to build.

BROKEN SQUARES: NONVERBAL PROBLEM-SOLVING

Copyright Year: 1974

Author(s): Unknown

Source or Vendor: In J. W. Pfeiffer & J. E. Jones, *A handbook of structured experiences for human relations training* (pp. 25-30). San Diego, CA: University Associates.

Description: This exercise is designed to demonstrate the value of cooperation in group problem-solving. Participants in groups of five are instructed to assemble squares from packets of parts they are given. They may not speak or request parts from others. Individual packets are incomplete and squares may only be assembled with voluntary sharing, a point that usually takes groups some time to realize. This exercise is also known as *Cooperation Squares*.

Cost: May be reproduced for in-house educational use.

Target Audience: General student and adult.

Number of Participants: Any number of groups of five.

Time Required: Forty-five minutes.

Preparation: Time to prepare squares.

Materials Required: A set of broken squares for each group. Directions for preparation are included with the exercise.

CAN WE SAVE LOGO MOTORS?

Copyright Year: 1989

Author(s): Ken Jones

Source or Vendor: In Ken Jones, *A Sourcebook of Management Simulations* (pp. 54-67). New York: Nichols.

Description: The setting for this short simulation is Logo Motors, an organization which manufactures cars, motor bikes and mopeds; it is in serious financial trouble. A "Committee of Four" has been set up to see if Logo Motors can be saved. The first stage of the simulation involves middle management from the four organizations. The second stage is the meeting of the Committee of Four which are the bosses from the four organizations. Confidential memos and library documents drive the content of the simulation. Debriefs are held to look at what happened, how the participants made decisions and how the simulation relates to real-world issues.

Target Audience: Managers, executives.

Number of Participants: Between eight and twenty-four participants.

Time Required: Two to three hours.

CHOOSING A LEADERSHIP STYLE: APPLYING THE VROOM AND YETTON MODEL

Copyright Year: 1988

Author(s): Roy J. Lewicki, Donald D. Bowen, Douglas T. Hall, & Francine S. Hall.

Source or Vendor: In R. J. Lewicki, et al., *Experiences in management and organizational behavior* (3rd ed.) (pp. 121-131). New York: Wiley.

Description: This exercise is one of 48 contained in the above book. It is designed to help participants learn how to diagnose leadership situations and then choose the most appropriate decision-making process for that situation (based on the Vroom & Yetton model). Participants analyze case studies in a group setting and arrive at a consensual decision on the appropriate leadership style. The styles range from making the decision yourself, without any additional input, to sharing the problem with your subordinates and coming to a consensus.

Target Audience: Students, managers.

Number of Participants: Subgroups of three to five. Total group can be any size.

Time Required: Fifty minutes.

Preparation: Participants must read an article that describes the Vroom & Yetton model.

Materials Required: No special materials required.

THE CRISIS GAME

Copyright Year: 1991

Author(s): H. Richard Friman

Source or Vendor: H. R. Friman. The crisis game. *Simulation & Gaming, 22*(3), 382-388.

Description: This game is designed to have participants experience the dynamics of decision making in crisis conditions. A crisis condition is characterized by surprise, threat to vital interests and incomplete information. The author says that within these conditions the game director can tailor *The Crisis Game* by selecting a specific current crisis that fits the group. The game steps include: an announcement of a crisis condition; distributing a briefing package; group work on policy recommendations; random announcements of both relevant and irrelevant new information; further compression of an already short time frame; presentation of policy recommendations; and game debriefing. The sample briefing package included in this article is based on an international relations incident, the Panamanian situation in early 1988, but, as noted above, a crisis situation can be chosen and developed to correspond to any specific setting or group.

Target Audience: College students, managers, executives.

Number of Participants: Five to sixty.

Time Required: One to two hours.

Materials Required: Briefing package compiled by game director.

DELEGATION: USING TIME AND RESOURCES EFFECTIVELY

Copyright Year: 1988

Author(s): Michael N. O'Malley & Catherine M. T. Lombardozzi

Source or Vendor: In J. W. Pfeiffer, *The 1988 annual: Developing human resources* (pp. 81-87). San Diego, CA: University Associates.

Description: This exercise is designed to assist participants in identifying the barriers to delegation, the benefits to delegation and which kinds of tasks are suitable for delegating. A systematic method of delegating is presented, and each participant has an opportunity to apply this method to his/her tasks or projects that could be delegated but currently are not. Upon completion of the exercise, each participant has an action plan for delegating these tasks within his/her own job.

Cost: May be reproduced for educational use.

Target Audience: Managers, executives.

Number of Participants: Up to five subgroups of five or six participants each.

Time Required: Approximately two hours and fifteen minutes.

Materials Required: Materials provided in the description.

DESERT SURVIVAL SITUATION

Copyright Year: Not available

Author(s): Human Synergistics

Source or Vendor: Human Synergistics, 39819 Plymouth Road, C-8020, Plymouth, MI 48170-4290. Phone: (313) 459-1030.

Description: This exercise uses the setting of a plane crash in the desert to teach group consensus problem solving. Team members work individually and then as a group to assess the survival value of 15 items. Solutions are compared with those of a desert survival expert to initiate discussion of the methods and benefits of team decision making. An optional "scene-setting" video is available to enhance the exercise.

Cost: Participant booklets: $3.50 each. Leader's guide: $15.00.

Target Audience: General.

Number of Participants: Any number of small groups.

Time Required: Two hours

Materials Required: Leader's guide and participant booklets.

DEVELOPING LEADERSHIP SKILLS

Copyright Year: 1991

Author(s): Mike Woodcock & Dave Francis

Source or Vendor: In M. Woodcock & D. Francis, *The self-made leader: 25 structured activities for self-development* (pp. 167-171). King of Prussia, PA: Organization Design and Development.

Description: Exploring leadership skills and the learning processes that contribute to developing these skills are two purposes of this exercise. The first phase of this is a Leadership Skills Task, with the groups competing for a $500,000 grant. Each group must make a presentation on how the leaders of the future can be developed. After group presentations, which produce a composite list of leadership skills, individuals prepare their own personal development plan.

Cost: May be reproduced for in-house educational use.

Target Audience: Students.

Number of Participants: Two or three groups of four to seven members each.

Time Required: Two and one-half hours.

Preparation: Not specified.

Materials Required: Note paper, blank transparencies and transparency pens.

DEVELOPING TRUST: A LEADERSHIP SKILL

Copyright Year: 1981

Author(s): William J. Bailey

Source or Vendor: In J. W. Pfeiffer, *A handbook of structured experiences for human relations training* (pp. 45-51). San Diego, CA: University Associates.

Description: Establishing trust in relationships is an important leadership skill. This exercise allows participants to analyze and discuss certain behaviors and qualities involved in establishing a climate of trust. Each person completes a trust inventory sheet to assess consistency in exhibiting the appropriate behaviors and receives feedback from others on how he/she is perceived in relation to these behaviors.

Cost: May be reproduced for educational use.

Target Audience: Intact teams in any setting.

Number of Participants: Six to twenty-four participants.

Time Required: Approximately two hours.

DOORFLAND

Copyright Year: 1991

Author(s): W. Christopher Musselwhite

Source or Vendor: Blue Ridge Resource Group, 415 Woodlawn Avenue, Greensboro, NC 27410. Phone: (919) 272-9530.

Description: *Doorfland* explores the issues of diversity and helps participants become aware of their assumptions about people who are different. They discover how easy it is to categorize and label people who are different. In this simulation, a group of individuals is sent from a highly developed country to assist a group of patriots in a struggling but proud, newly-independent land. Each of the groups has obviously different cultural norms. While everyone's intentions are honorable and even altruistic, initial assumtions and past histories get in the way.

Cost: Contact the Blue Ridge Resource Group for licensing and in-house delivery.

Target Audience: Business, government and nonprofit managers; students.

Number of Participants: Ten to twenty-five.

Time Required: Two hours.

Preparation: Trainers must have some experience with running simulations and managing a debrief.

Materials Required: Provided by the vendor.

ECO-CYCLIX

Copyright Year: 1992

Author(s): Cynthia McEwen

Source or Vendor: Executive Expeditions, 131 Village Parkway, Suite 4, Marietta, GA 30067. Phone: (404) 951-2173.

Description: A five- to sixteen-hour simulation that uses both indoor and outdoor components to simulate a world-wide manufacturing operation. It utilizes a matrix organizational structure, financial performance and a "live market" to focus on key elements for competitive success in the 90s. Through an accelerated time frame, the simulation offers opportunities to assess the impact of organizational dynamics on strategies, decision making and actual results. Eco-Cyclix can be tailored to meet specific client situations including alternative use of outdoor features.

Cost: This is a proprietary simulation. Contact Executive Expeditions for information.

Target Audience: Executives, managers from intact work groups.

Number of Participants: Not specified.

Time Required: Five to sixteen hours.

EFFECTIVE DELEGATION

Copyright Year: 1988

Author(s): Roy J. Lewicki, Donald D. Bowen, Douglas T. Hall, & Francine S. Hall

Source or Vendor: In R. J. Lewicki, et al., *Experiences in management and organizational behavior* (3rd ed.) (pp. 142-148). New York: Wiley.

Description: The action in this role-play exercise centers around a renovation project that involves construction of handicapped access ramps. Participants, playing the roles of those who must manage and implement the project, are exposed to the elements of effective delegation. It is designed to help them develop effective delegation skills, from both a manager's and subordinate's perspective. It also offers a chance to practice feedback skills.

Cost: Cost of book.

Target Audience: Managers and supervisors.

Number of Participants: Any number of groups of three.

Time Required: About one hour.

Preparation: Time to read introductory material.

Materials Required: No special materials required.

FAR SIDE EXERCISE

Copyright Year: 1991

Author(s): C. H. J. Gilson

Source or Vendor: C. H. J. Gilson. Teaching communications: Take a walk on "The Far Side." *Journal of Management Education*, *15*(1), 121-123.

Description: This communication exercise uses cartoons from Gary Larson's *The Far Side*. The goal is for participants to uncover what the cartoon is communicating to the viewer. A combination of individual work, group consensus and inter-group debate results in some interesting learnings, according to Gilson. He notes that "the exercise begins with an apparent *shared* perception of humor. Very quickly, however, the exercise exposes divergent and distinct patterns of thought and judgment that sensitizes the students to some of the fundamental barriers to effective interpersonal communication."

Target Audience: Students; other groups exploring communication issues.

Number of Participants: Not specified.

Time Required: Not specified.

Materials Required: *The Far Side* cartoons and the instruction sheet included in the above article.

FEEDBACK AWARENESS: SKILL BUILDING FOR SUPERVISORS

Copyright Year: 1992

Author(s): Robert W. Lucas (Senior Trainer at the National Headquarters of the American Automobile Association in Heathrow, Florida)

Source or Vendor: In J. W. Pfeiffer, *The 1992 annual: Developing human resources* (pp. 29-36). San Diego, CA: Pfeiffer & Company.

Description: This purpose of this exercise is to enhance participants' awareness of the impact of feedback, offer feedback guidelines and practice time, and provide participants an opportunity to discuss and identify feedback characteristics and techniques. Participants record their perceptions of a partner's communication style during a brainstorming/discussion period. The perceptions are exchanged during a feedback session, and later shared with the entire group.

Cost: May be reproduced for educational use.

Target Audience: Supervisors.

Number of Participants: Four to six subgroups of four participants each.

Time Required: Two hours and fifteen minutes.

Preparation: Posters must be prepared ahead of time.

Materials Required: Newsprint posters; clipboards for each participant; paper and pencils.

FOLLOW THE LEADER: AN INTRODUCTION TO SITUATIONAL LEADERSHIP

Copyright Year: 1984

Author(s): Karen S. Brown & Donald M. Loppnow

Source or Vendor: In J. W. Pfeiffer, *The 1984 annual: Developing human resources* (pp. 38-43). San Diego, CA: University Associates.

Description: Situational Leadership theory offers a method for managing people whereby a supervisor can adjust his or her leadership style according to what an individual subordinate needs in order to complete a specific task at a specific time. This exercise is designed to allow the participants to experience each of the four basic styles through a task using puzzle pieces. Upon completion the participants explore the ways in which leadership styles, tasks and work groups affect one another.

Target Audience: Various.

Number of Participants: Four groups of four to six participants each.

Time Required: Approximately two and one-half hours.

Preparation: Familiarity with the Situational Leadership theory.

FOUR FACTORS: THE INFLUENCE OF LEADER BEHAVIOR

Copyright Year: 1989

Author(s): William N. Parker

Source or Vendor: In J. W. Pfeiffer, *The 1989 annual: Developing human resources* (pp. 39-46). San Diego, CA: University Associates.

Description: R. Rosenthal and L. Jacobson's *Pygmalion in the Classroom* (Holt, Rinehart and Winston, 1968) is the source of the four leadership influence factors that are the basis of this exercise. The goals of the exercise are to acquaint participants with this theory and to "give the participants an opportunity to analyze case studies showing how particular leader approaches to Rosenthal and Jacobson's four factors (climate, feedback, input and output) can positively or negatively affect followers." Participants analyze the cases separately, discuss them in small groups, and then discuss them with the entire group.

Cost: May be reproduced for educational use.

Target Audience: General.

Number of Participants: Four groups of four to six participants each.

Time Required: One hour and forty-five minutes.

THE GOOD LEADER: IDENTIFYING EFFECTIVE BEHAVIORS

Copyright Year: 1992

Author(s): Gerry Carline

Source or Vendor: In J. W. Pfeiffer, *The 1992 annual: Developing human resources* (pp. 37-45). San Diego, CA: Pfeiffer & Company.

Description: In small subgroups, participants discuss and, if possible, arrive at consensus regarding the characteristics and behaviors that contribute to a leader's effectiveness. Each small group has a recorder and an observer. The recorder captures the subgroup members' ideas on newsprint; the observer makes notes on how leadership evolves in the subgroup, how members respond to the leadership and how leadership influences the accomplishment of the task.

Target Audience: Various.

Number of Participants: Four subgroups of five to seven participants each.

Time Required: Two hours and fifteen minutes.

Materials Required: All required materials listed in the book.

HOLLOW SQUARE: A COMMUNICATION EXPERIMENT

Copyright Year: 1974

Author(s): Arthur Shedlin & Warren H. Schmidt

Source or Vendor: In J. W. Pfeiffer, *A handbook of structured experiences for human relations training*. Vol. II (pp. 32-40). San Diego, CA: University Associates.

Description: Hollow squares is a useful communication exercise for illustrating the importance of intergroup communication to complete a task. A planning group has access to information regarding the assembly of a puzzle. They are to instruct the implementing team on how to assemble the puzzle. A third group serves as observers of the process. Typically, members of each team make unnecessary and limiting assumptions about the task. The debrief can be very rich with discussion about the planning process, authority relations and outcomes and communication strategies within and between groups.

Target Audience: College students, managers, executives.

Number of Participants: Can be used with large groups depending on resources. Ideal use for twenty-four people.

Time Required: Run time is approximately one to two hours with one hour of debriefing time.

LEADER STYLE AND CHANGE EXERCISE

Copyright Year: 1992

Author(s): Eugene R. Watson

Source or Vendor: Eugene R. Watson, Professor, Educational Leadership, University of North Carolina, Peabody Hall, Chapel Hill, NC 27514.

Description: This exercise uses four leadership styles from the Hersey/Blanchard Situational Leadership Model to illustrate the differences in process and outcome given the task. The setting is a community college where significant changes will affect faculty autonomy, evaluation and compensation. Four subgroups discuss the leader's general approach, given one of the styles, for initiating and implementing the changes.

Cost: Contact the author.

Target Audience: Ideal for graduate students.

Number of Participants: Class size of twenty-four to thirty people.

Time Required: One hour.

Materials Required: Paper describing changes at the community college.

LEADERSHIP DISCUSSION EXERCISES: INSIGHT INTO DIRECTION-GIVING PROCESSES

Copyright Year: 1991

Author(s): John O. Burtis

Source or Vendor: John O. Burtis, Speech Department, Nichols Hall, Kansas State University, Manhattan, KS 66506. Phone: (913) 532-6875.

Description: This material does not contain "exercises" in the traditional sense, but the questions and observations that Burtis presents would serve any leadership educator well. There are three sections in this interesting collection: (1) A series of questions related to leadership ("the directioning process" in Burtis' words); (2) very creative lists of terms subsumed under the notion of leaders, followers, groups, etc. (some of these may be surprising—under the follower category are the terms comrade, doer, slave, friend and victim); (3) Burtis' own observations about the "direction giving" process (e.g., "Many Hitlers failed or were diverted before the one we do know about succeeded. Many are trying now.")

Cost: Available from John Burtis at above address.

Target Audience: Students of leadership.

LEADERSHIP STYLES AND THEIR CONSEQUENCES

Copyright Year: 1981

Author(s): D. D. Warrick

Source or Vendor: D. D. Warrick. Leadership styles and their consequences. *Journal of Experiential Learning and Simulation, 3-4,* 155-172.

Description: The article in which this exercise appears discusses leadership style theories and offers an integration of the theories by describing the typical characteristics, philosophy, skills and consequences associated with each major style. The role-play exercise itself serves to portray the major styles and the productivity and satisfaction each is likely to produce. The exercise includes quantitative ratings of productivity and satisfaction for each style—information that provides grist for debriefing.

Target Audience: General.

Number of Participants: Fourteen to eighteen.

Time Required: Not specified.

LED LIKE SHEEP

Copyright Year: 1991

Author(s): Diane Dodd-McCue

Source or Vendor: D. Dodd-McCue. Led like sheep: An exercise for linking group decision making to different types of tasks. *Journal of Management Education, 15*(3), 335-339.

Description: This exercise focuses on the link between group decision-making schemes and the type of task assigned. Group decision making is viewed on a continuum relative to the amount of influence or persuasion necessary to arrive at a group decision. Tasks range from those with correct answers to those that have a preferred answer. Each small group is given four tasks that span this range. After completing all of the tasks, the group members relate their observations about their groups and group processes given the different tasks.

Target Audience: Students (undergraduate and graduate level), executives.

Number of Participants: Twenty-five to forty participants.

Time Required: Seventy-five to ninety minutes.

MANAGEMENT PERSPECTIVES: IDENTIFYING STYLES

Copyright Year: 1985

Author(s): Patrick Doyle

Source or Vendor: In L. D. Goodstein & J. W. Pfeiffer, *The 1985 annual: Developing human resources* (pp. 45-55). San Diego, CA: University Associates.

Description: This role-play exercise is designed to illustrate the effects of four different managerial styles: the Scientific Approach, the Human-Relations Approach, the Behavioral-Science Approach and the Sociotechnical-Systems Approach. The situation is a bank with recently installed equipment that was supposed to become a model of productivity and efficiency. Instead, productivity is down and employees are grumbling.

Cost: May be reproduced for educational use.

Target Audience: General.

Number of Participants: Three to six groups of four participants each.

Time Required: Two hours and fifteen minutes.

Preparation: Not specified.

Materials Required: Clipboards for each participant; paper and pencils.

MY BEST BOSS

Copyright Year: 1988

Author(s): D. T. Hall

Source or Vendor: In R. J. Lewicki, et al. *Experiences in management and organizational behavior* (3rd ed.) (pp. 139-141). New York: Wiley.

Description: This exercise provides participants with the opportunity to examine their own views on positive behavioral leadership characteristics and share and compare them to other participants' views. From the many discussions, each participant should arrive at what theory of leadership comes closest to their actual experiences in working with a good boss.

Target Audience: Various.

Number of Participants: Any size group.

Time Required: Fifty minutes.

Materials Required: Flipcharts, markers, pen and paper.

THE ORGANIZATION GAME

Copyright Year: 1985

Author(s): Robert H. Miles & W. Alan Randolph

Source or Vendor: R. H. Miles & W. A. Randolph. *The organization game. A simulation*. Glenview, IL: Scott, Foresman and Company.

Description: *The Organization Game* was developed to provide a realistic setting in which individuals can experience and experiment with issues of organizational life. Participants actively create an organization, elaborate its rationalization and institutionalization and develop the mechanisms for adapting to the internal and external forces of change. The challenge is for participants to integrate and apply their knowledge and skills related to individual, interpersonal, group, intergroup and organizational behaviors.

Target Audience: Various.

Number of Participants: Fifteen to forty-seven participants although twenty-two to thirty-two is ideal.

Time Required: Best to run for a full day.

Materials Required: Described in Administrator's Guide.

OURTOWN

Copyright Year: 1991

Author(s): W. Christopher Musselwhite

Source or Vendor: Blue Ridge Resource Group, 415 Woodlawn Avenue, Greensboro, NC 27410. Phone: (919) 272-9530.

Description: Two community-based agencies are given the task of exploring their mission and purpose, and developing a five-year strategic plan. In the middle of the process, the two agencies are merged unexpectedly and the two groups are instructed to continue the task as one group. The purpose of this exercise is to have participants experience change over which they have no control, to understand the characteristics of effective leadership before and after change, and to develop awareness of how to lead people as they pass through change-induced personal transitions. (Note: An equivalent simulation, *Lakeview*, is available using government agencies as the two groups.)

Cost: Contact the Blue Ridge Resource Group for licensing or in-house delivery.

Target Audience: Business, government and nonprofit groups. Student groups.

Number of Participants: Two groups of four to seven players each. Multiple groups can work simultaneously, but each pair of groups requires a facilitator.

Time Required: Two hours.

Preparation: Trainers must have some experience with running simulations and managing a debrief.

Materials Required: Provided by vendor.

PARTNERSHIPS EXERCISES

Copyright Year: 1989

Author(s): Lorna C. Miller, Boyd E. Rossing & Sara M. Steele

Source or Vendor: In the Appendix to L. C. Miller, B. E. Rossing, & S. M. Steel, *Partnerships: Shared leadership among stakeholders.* Contact Lorna C. Miller, Dept. of Rural Sociology, University of Wisconsin, 1450 Linden Drive, Madison, WI 53706. Phone: (608) 262-3913.

Description: This publication contains several exercises designed to help participants identify stakeholders, build partnerships, maintain partnerships and manage conflict. These are not elaborate exercises, but rather consist of a series of brief activities and pointed questions to help structure participants' thinking about issues involved in shared leadership.

Cost: Available without cost in the publication noted above.

Target Audience: Not specified, but could be used for students and adults.

Number of Participants: Not specified.

Time Required: Not specified.

PIEDMONT APPAREL

Copyright Year: 1991

Author(s): W. Christopher Musselwhite

Source or Vendor: Blue Ridge Resource Group, 415 Woodlawn Avenue, Greensboro, NC 27410. Phone: (919) 272-9530.

Description: Developing awareness of the concept of systems at work in organizations is one of the goals of this simulation. It demonstrates that "total quality" issues are typically systems problems, and that functional barriers in organizations can impede communications and problem solving. An apparel manufacturing company has hired a quality expert who, after careful study, has informed the company that the number one quality problem in the organization is a technical problem. Everyone is excited because this appears easy to solve. But after repeated efforts the problem persists. The functional experts have failed to bring the problem to a resolution.

Cost: Contact the Blue Ridge Resource Group for licensing or in-house delivery.

Target Audience: Business, government and nonprofit managers.

Number of Participants: Fifteen or more players. Optimum is fifteen to twenty-five.

Time Required: Two hours.

Preparation: Trainers must have some experience with running simulations and managing a debrief.

Materials Required: Provided by vendor.

POSITION POWER: EXPLORING THE IMPACT OF ROLE CHANGE.

Copyright Year: 1986

Author(s): Phyliss Cooke & Lawrence C. Porter

Source or Vendor: In J. W. Pfeiffer, *The 1986 annual: Developing human resources* (pp. 51-54). San Diego, CA: University Associates.

Description: Changes in the roles of group members can often affect attitudes and performance. For this exercise, each small group is given the same task to reduce their membership by one. Following the loss of one member, they appoint one member to manager status. Each group is then instructed to create one symbol that best illustrates levels within an organization (worker, managerial, executive). The managers are unable to work directly on the task, and the members who were earlier excluded from the groups become the executive committee which decides which group has the winning symbol. Debrief questions focus on the thoughts and feelings at each stage in the exercise.

Target Audience: Managers and executives; could be adapted for students.

Number of Participants: Two to five groups of five to seven members each.

Time Required: Approximately three hours.

Materials Required: Newsprint flip chart and markers for each group, a prize for the winning group and masking tape.

PRISONERS' DILEMMA: AN INTERGROUP COMPETITION

Copyright Year: 1974

Author(s): J. W. Pfeiffer & J. E. Jones

Source or Vendor: In J. W. Pfeiffer & J. E. Jones, *A handbook of structured experiences for human relations training* (pp. 52-56). San Diego, CA: University Associates.

Description: *Prisoners' Dilemma*, an older game but still popular, deals with the issues of trust, cooperation, competition, and interpersonal and intergroup relations. A team (acting the part of a prisoner charged with a crime) gets the highest payoff if it doesn't "confess" and the opposing team does confess, a mid-range payoff if both teams confess, a mid-range loss if neither team confesses, and a maximum loss if it confesses and the other team doesn't. The game is introduced as a "win as much as you can" process, but the competing teams usually interpret this to mean beat the other team rather than maximizing points.

Cost: May be reproduced for educational use.

Target Audience: General.

Number of Participants: Two teams of no more than eight members each.

Time Required: One hour.

Preparation: Time to prepare debriefing material.

RHETORIC AND BEHAVIOR: THEORY X AND THEORY Y

Copyright Year: 1991

Author(s): Maureen Vanterpool (Assistant Professor of Teacher Certification, School of Education and Allied Professions, Miami University, Oxford, OH)

Source or Vendor: In J. W. Pfeiffer, *The 1991 annual: Developing human resources* (pp. 51-64). San Diego, CA: University Associates.

Description: Based on Douglas McGregor's delineation of two contrasting views of work motivation (workers are lazy and need to be controlled, versus workers are responsible and eager to be involved), this exercise offers participants a chance to compare their X-Y rhetoric with their behavior. In the process they also have the chance to explore the assumptions (and the behaviors that demonstrate those assumptions) of Theory X and Theory Y. The exercise starts with participants completing an inventory of what they would "say" and another on what they would "do." The participants compare behavior with rhetoric, explore the assumptions in each, then complete role plays to further demonstrate Theory X and Theory Y rhetoric and behavior.

Cost: May be reproduced for educational use.

Target Audience: Supervisors and managers.

Number of Participants: Four groups of three to five participants each.

Time Required: Two and one-half hours.

Preparation: Not specified.

Materials Required: Newsprint poster prepared in advance. Table and chairs for each group.

ROLE POWER: UNDERSTANDING INFLUENCE

Copyright Year: 1984

Author(s): Patrick E. Doyle

Source or Vendor: In J. W. Pfeiffer & L. D. Goodstein, *The 1984 annual: Developing human resources* (pp. 26-36). San Diego, CA: University Associates.

Description: This role-play exercise explores the types of power inherent in different group and organizational roles. It acquaints participants with power strategies that can be used in the decision-making process and helps them understand effective versus ineffective use of power. The role positions are: Controller, Director of Merchandising, Personnel Director, Promotion Director and Operations Director. In addition to a description of their particular role, all players get a "public-knowledge" sheet that summarizes all positions; later in the role play they are all given a sheet that describes the real political power possessed by the different roles.

Cost: May be reproduced for educational use.

Target Audience: General.

Number of Participants: Three to five groups of six or seven participants each.

Time Required: Two hours.

Preparation: Not specified.

Materials Required: Clipboard for each observer (3-5).

RUBICON

Copyright Year: 1992

Author(s): Cynthia McEwen

Source or Vendor: Executive Expeditions, 131 Village Parkway, Suite 4, Marietta, GA 30067. Phone: (404) 951-2173.

Description: Rubicon is an intense simulation utilizing both indoor and outdoor activities to focus on leadership, teamwork and the impact of values on achievement of results. The simulation offers the opportunity for participants to create an organization which supports a complex scenario involving the recovery of vital world-wide technology and the rescue of missing and injured persons. In establishing the organization, participants must create a vision, build a structure, define values and philosophies for operating, develop strategies and plans, and implement rescue and recovery.

Cost: This is a proprietary simulation. Contact Executive Expeditions for further information.

Target Audience: Managers, executives.

Number of Participants: Not specified.

Time Required: Five to twenty hours.

SITUATIONAL LEADERSHIP SIMULATOR.

Copyright Year: 1977 **Author(s):** Paul Hersey, Kenneth Blanchard & Lee Peters.

Source or Vendor: University Associates, 8517 Production Avenue, San Diego, CA 92121-2280. Phone: (619) 578-5900.

Description: The Situational Leadership Simulator has been designed to assist participants in understanding the situational leadership theory of four basic styles. Players receive a situation card from which they are to diagnose the maturity level of the group. Once the diagnosis has been made, the players choose from a set of alternative actions. These actions have points applied to them. The objective is to win points with correct answers and advance to reach the end of a 28-square track.

Target Audience: Students, managers.

Number of Participants: Two to twenty participants in four teams of five each.

Time Required: One to two hours.

Materials Required: Included in the package are twenty situational leadership model handouts and summary handouts, two 32-page instruction manuals, two simulation boards and two sets of game cards.

STAR POWER

Copyright Year: 1969

Author(s): R. Garry Shirts

Source or Vendor: Simulation Training Systems (Simile II), P.O. Box 910, Del Mar, CA 92014. Phone: (619) 755-0272.

Description: A "new world" game in which participants progress from one level of society to another by acquiring wealth through trading. At a point the society is "frozen" by giving the group with the most wealth the right to make the rules to the game. This usually leads to further differentiation of power and rebellion by the disempowered group. Star Power underscores the use and misuse of power and the sometimes divisive influence of social systems.

Cost: $159.00.

Target Audience: Managers, students, work groups.

Number of Participants: Eighteen to thirty-five.

Time Required: One and one-half hours to play and a half hour or more for discussion.

Preparation: Fifteen to thirty minutes

Materials Required: No special equipment needed other than that provided in the kit.

STUDENT ACTIVITIES ALLOCATION EXERCISE

Copyright Year: 1992

Author(s): Grace Lamacchia Paris

Source or Vendor: Grace Lamacchia Paris, Director, Leadership Development Program, Pace University, Pleasantville, NY 10570. Phone: (914) 773-3200.

Description: The main purpose of this small group decision-making simulation is to reveal to participants their leadership strengths and weaknesses. The participants are given roles as Student Government Association members at a small private college. The college has received a gift of $50,000 and each member has a separate pet project. The task is for each member to persuade other members that his/her project is most worthy. The exercise is videotaped and the playback and discussion highlights the importance of communication and leadership strategies.

Target Audience: College students (preferably juniors and seniors).

Number of Participants: Up to three groups of four to seven participants.

Time Required: Three to five hours.

SUBARCTIC SURVIVAL SITUATION

Copyright Year: Not available

Author(s): Human Synergistics

Source or Vendor: Human Synergistics, 39819 Plymouth Road, C-8020, Plymouth, MI 48170-4290. Phone: (313) 459-1030.

Description: This exercise offers a problem similar to *Desert Survival* in terms of difficulty and time needed. Set in an isolated area of northern Canada, this group decision exercise requires teams to rank order the survival importance of 15 items they have salvaged—first individually, then as a group. Expert answers are provided by Canadian specialists in arctic and subarctic region rescue. Debriefing includes discussion of the methods and benefits of team decision making versus individual decision making.

Cost: Participant's booklet: $3.50. Leader's Guide: $15.00.

Target Audience: General.

Number of Participants: Not specified.

Time Required: One and one-half to two hours.

Preparation: Not specified.

Materials Required: Booklets for each participant; Leader's Guide.

TANGRAM: LEADERSHIP DIMENSIONS

Copyright Year: 1981

Author(s): Eduardo Casais

Source or Vendor: In J. W. Pfeiffer & J. E. Jones, *A handbook of structured experiences for human relations training*. Vol. VIII (pp. 108-119). San Diego, CA: University Associates.

Description: *Tangram: Leadership Dimensions* raises issues around various functions: setting the overall goal, stating specific objectives, planning, communication, directing, coordinating and controlling. The exercise involves a group of five or six individuals who are instructed to put together three puzzles with information only their leader possesses. A group of observers gathers information on questions surrounding the issues mentioned above.

Target Audience: Various. **Number of Participants:** Eight to fifteen participants.

Time Required: Approximately two hours.

Materials Required: May be reproduced for educational use.

TINKERTOY POWER

Copyright Year: 1991

Author(s): Cathy P. Lindsay & Cathy A. Enz

Source or Vendor: C. P. Lindsay & C. A. Fox. Resource control and visionary leadership: Two exercises. *Journal of Management Education*, *15*(1), 127-135.

Description: In *Tinkertoy Power*, participants explore issues of resource dependence, power and ethics as they bargain for resources to build their structure. One of the four groups is considered resource rich and powerful, one resource poor and powerless, and the remaining two about average. Each group is awarded points for completing its structure. Debriefing discussions may focus on topics, such as coalition building, win-win versus win-lose assumptions, group cohesion and competition, rules and innovation, and power and influence strategies.

Target Audience: Various.

Number of Participants: Four groups of three to ten members each.

Time Required: One hour.

Materials Required: Five sets of basic Tinkertoys.

TURNAROUND—A BUSINESS SIMULATION FOR MANAGERS

Copyright Year: Not available

Author(s): Human Synergistics

Source or Vendor: Human Synergistics, 39819 Plymouth Road, C-8020, Plymouth, MI 48170-4290. Phone: (313) 459-1030.

Description: In this simulation, team members work individually then as a group to reverse the climate and fiscal position of a failing business. Survival of the company depends on the decisions the participants make in six key areas: Assumptions and Values, Problem Identification, Establishing Objectives, Action Steps, Approach to Management, and Feedback and Communication. A leader's guide provides a theoretical base as well as background and administrative information for simulation facilitators.

Cost: Situation booklet and participant worksheets: $21.00. Leader's Manual: $18.00.

Target Audience: Students, managers.

Number of Participants: Not specified.

Time Required: Not specified.

Materials Required: Kit for players, Leader's Manual.

VALUE DILEMMAS

Copyright Year: 1991

Author(s): Mike Woodcock & Dave Francis

Source or Vendor: In M. Woodcock & D. Francis, *The self-made leader: 25 structured activities for self-development* (pp. 51-59). King of Prussia, PA: Organization Design and Development.

Description: This exercise provides an opportunity to debate managerial values and receive feedback on personal style and values orientation. The initial component is a *Value Dilemmas Questionnaire* which may be completed in the session or overnight (one hour completion time). Pairs of participants then complete an assessment of their partners values, based on their partner's questionnaire responses, and share their assessments with each other. A final lecturette on the process of choosing values and a sharing of the exercise experience wind up the process.

Cost: May be reproduced for in-house educational use.

Target Audience: General.

Number of Participants: No limit, but should be an even number.

Time Required: Two and one-half hours.

Preparation: Not specified.

Materials Required: No special materials required.

VANATIN: GROUP DECISION MAKING AND ETHICS

Copyright Year: 1988

Author(s): Roy J. Lewicki, Donald D. Bowen, Douglas T. Hall, & Francine S. Hall

Source or Vendor: In R. J. Lewicki, et al., *Experiences in management and organizational behavior* (3rd ed.) (pp. 175-179). New York: Wiley.

Description: The authors state that "the Vanatin case provides an opportunity for group members to struggle with questions of social responsibility and ethics in decision making. The case is centered around a medical product, considered by experts to be injurious to the health of consumers—even to the point of possibly causing death." Seven corporate roles are assigned, and the action takes place in a meeting called by the Chairman of the Board. Some specific alternatives are presented and discussed; after 45 minutes a group decision is recorded and a discussion follows.

Cost: Cost of book and instructor's manual.

Target Audience: General.

Number of Participants: Seven-person groups.

Time Required: One and one-half hours.

Preparation: None.

Materials Required: Forms and instructions in the book; name tags for role players.

VICE PRESIDENT'S IN-BASKET: A MANAGEMENT ACTIVITY

Copyright Year: 1983

Author(s): Annette N. Shelby (Associate Professor of Managerial Communication, School of Business Administration, Georgetown University, Washington, DC)

Source or Vendor: In L. D. Goodstein & J. W. Pfeiffer, *The 1983 annual for facilitators, trainers, and consultants* (pp. 49-64). San Diego, CA: University Associates.

Description: This in-basket exercise focuses attention on communication priorities in organizations and increases awareness of the role of delegation. Participants work individually on the items in their in-basket, having gotten instructions that they will likely not be able to finish in the two hours allotted, and thus will need to assign priorities and decide what to delegate. After individual work is done, participants meet in small groups to discuss their work and feelings. Following this the facilitator records the groups' priority setting, then shares the "correct" solution. A final discussion focuses on participants' delegating styles and work styles.

Cost: May be reproduced for educational use.

Target Audience: General.

Number of Participants: Four to twenty-five.

Time Required: Three and one-half hours.

Preparation: Not specified.

Materials Required: Felt marker and newsprint pad; ruled paper pads, paper clips and pencils for each participant.

VMX PRODUCTIONS, INC.: HANDLING RESISTANCE POSITIVELY

Copyright Year: 1988

Author(s): H. B. Karp (Personal Growth Systems, Virginia Beach, VA)

Source or Vendor: In J. W. Pfeiffer, *The 1988 annual: developing human resources* (pp. 43-49). San Diego, CA: University Associates.

Description: This role-play exercise is designed to increase participants' understanding of the phenomenon of resistance, to explore and compare strategies for dealing with resistance, and to present to participants an effective method for handling resistance. Participants are divided into pairs and go through a series of activities and role plays to demonstrate personal power and resistance. At the end those who played "resister" roles are asked for their reactions to the power moves of their partner.

Cost: May be reproduced for educational use.

Target Audience: Students, managers.

Number of Participants: Up to twenty dyads.

Time Required: One and one-half hours.

Preparation: Not specified.

Materials Required: Flip chart and marker.

WHERE DO YOU DRAW THE LINE?

Copyright Year: Not available

Author(s): R. Garry Shirts

Source or Vendor: Simulation Training Systems (Simile II), P.O. Box 910, 218 12th Street, Del Mar, CA 92014. Phone: (619) 755-0272.

Description: This game is designed to get a group involved in a provocative discussion of ethical issues. To play, participants are divided into small groups, then the groups make judgments about the ethical behavior of individuals and organizations as described in vignettes. These judgments become the basis of the group's "ethical system." In the second phase of the game, the decisions of all the groups are summarized, displayed and discussed.

Cost: $79.00.

Target Audience: Students and other groups exploring ethics and values.

Number of Participants: Five to thirty-five.

Time Required: One hour.

Preparation: Five to fifteen minutes.

Materials Required: No materials needed other than those included in the kit. An overhead projector is helpful.

III. LEADERSHIP BIBLIOGRAPHY

Contents

Introduction 389

General Works 391

Society and the World 407

History 413

Political Leadership 416

Biography 421

Diversity and Gender 425

Organizations 435

Teams and Groups 443

Settings of Leadership 445
  Community 445
  Corporate 446
  Education 452
  Military 458
  Public Service and Government 460
  Volunteer 461

Leader Qualities and Skills 463
  General Works 463
  Charisma and Inspiration 470
  Communication and Negotiation 473
  Creativity 475
  Decision Making and Problem Solving 477
  Ethics 478
  Power and Influence 481

Training, Education and Development 484
  General Works 484
  Course and Program Descriptions 491
  Program Assessment 495
  Training Models 497
  Trainer Resources 500
  Self Development 509

LEADERSHIP BIBLIOGRAPHY

Introduction

The bibliography section includes several changes which we hope will benefit our readers. For your convenience the 170 new entries have been highlighted with the word ***NEW*** in the margin. We have also reorganized the bibliography. Look at the table of contents on the previous page to get an overview of the changes—you will find book and article summaries under topical headings such as *History*, *Biography* and *Diversity*. Consult the index for additional help locating readings by subject or topic. The index may also be used to locate works by a particular author.

Those who study leadership know that the boundaries of the topic are indefinite. Many different disciplines have something to contribute. We see the works included herein as a core of leadership material, but certainly not an exhaustive list. Our goal is to have produced a useful tool, one with enough substance and variety to support your efforts in a variety of courses, programs and workshops. The bibliographic domain of leadership, as we define it for this Source Book, includes psychological studies, histories, training handbooks, biographies, political essays, sociological investigations, some fiction, management texts, program reports—and more.

As in past editions, our sources for new entries include course contributors, CCL staff and computer literature searches. All of the references are accompanied by brief summaries, usually descriptive in nature rather than evaluative.

If you are just getting underway in setting up a leadership course or program, or looking for new learning tools and training methods to enhance an existing course, look at the entries under the "Training Education and Development" heading of this bibliography; also note the "Leadership Technologies" section earlier in this book for summaries of leadership instruments and exercises.

We hope that these changes and the new material included will make this bibliography more useful. Please let us hear your comments and suggestions for future editions.

GENERAL WORKS

ARTICLES

Abshire, D. M. (1983). **The leadership debate.** *Washington Quarterly, 6,* 29-31.

Four leadership articles in this issue are reviewed. The authors agree that there is a lack of innovative leadership in America. Often the techniques of management ignore the relationship between close personal ties and effective leadership. The debate over whether formal education is the answer to producing more innovative leaders will continue until leadership roles are more closely defined.

NEW Bass, B. M. (1990). **From transactional to transformational leadership: Learning to share the vision.** *Organizational Dynamics, 18*(3), 19-31.

Transactional leaders reward good performance and discipline poor performance. Transformational leaders elevate the interests of their employees, generate acceptance of the group's mission, inspire and intellectually stimulate their followers, communicate high expectations and instill pride and commitment. Managers can learn the techniques to become transformational leaders.

Bavelas, A. (1960). **Leadership: Man and function.** *Administrative Science Quarterly, 4,* 491-498.

Differences between the personal quality of leadership and leadership as an "organization function" are discussed. Current leadership models are reviewed. Types of leadership coinciding with the emotional tone of the organization are put into model form. The trend in leadership is to rely less on a specific individual's abilities and more on research and analysis. Leaders are now stereotyped as individuals who interact with a panel of experts for consultation.

Bisesi, M. (1983). **SMR forum: Strategies for successful leadership in changing times.** *Sloan Management Review, 25*(1), 61-64.

The author discusses the importance of leadership in times of social change. He suggests that a successful leader must both view his organization as part of the total system and recognize the importance of people within the organization. Suggestions are given to enhance leadership ability.

Blake, R. R., & Mouton, J. S. (1982). **Theory and research for developing a science of leadership.** *Journal of Applied Behavioral Science, 18,* 275-291.

This article explores the two theories of leadership: the Contingency Model and the one most effective style. Both theories are discussed and the authors believe in the idea of there being one best theory of leadership.

NEW Blank, W., Weitzel, J. R., & Green, S. G. (1990). **A test of the situational leadership theory.** *Personnel Psychology, 43,* 579-597.

The authors challenge the validity of Hersey and Blanchard's situational leadership theory (SLT). At two universities, hall directors' leadership task behaviors and relationship behaviors are measured. Subordinate resident advisors' psychological maturity and job maturity are measured. When results are charted to determine leader effectiveness, SLT is not supported. Authors suggest future research and theory development.

Bradford, D. L., & Cohen, A. R. (1984). **The postheroic leader.** *Training and Development Journal*, *38*(1), 40-49.

A new style of management/leadership called The Manager-as-Developer follows the thought that a manager must first believe in a concept and then act in the creation of a team of key subordinates who are jointly responsible with the manager for the department's success. At the same time the manager works to develop management responsibility in subordinates, he or she must help develop the subordinate's abilities to share management of the unit's performance.

NEW Conger, J. A. (1990). **The dark side of leadership.** *Organizational Dynamics*, *19*(2), 44-55.

The same behaviors that distinguish leaders from managers can create negative outcomes. Conger examines three skill areas that can contribute to negative outcomes. Strategic vision can fail when the vision reflects personal rather than organizational needs, markets are unrealistically assessed or resources are miscalculated. Communication skills are misused when a leader is manipulative, takes undue credit or fails to recognize others. Poor general management skills include creating rivalries, creating dependency, absence from operations and autocratic leadership.

Curtis, B., Smith, R. E., & Smoll, F. L. (1979). **Scrutinizing the skipper: A study of leadership behaviors in the dugout.** *Journal of Applied Psychology*, *64*, 391-400.

The *Coaching Behavior Assessment System* was used by trained observers to classify the behaviors of coaches toward their players into 12 categories. Samples of 51 and 31 coaches in a boys' baseball program were observed during the 1976 and 1977 seasons, respectively. Players were interviewed at the end of the season concerning perceptions of their coach's behavior and attitudes toward their experience.

Davis, T. R., & Luthans, F. (1984). **Defining and researching leadership as a behavioral construct: An idiographic approach.** *Journal of Applied Behavioral Science*, *20*, 237-251.

The authors first discuss the problem of defining leadership, suggesting three minimal criteria. The authors then stress the importance of considering environmental influences on the leadership process and suggest an idiographic approach to researching leadership. The rest of the article presents a demonstration study for this approach.

Deluga, R. J. (1988). **Relationship of transformational and transactional leadership with employee influencing strategies.** *Group and Organization Studies*, *13*, 456-467.

This study attempted to assess the relative effectiveness of transformational versus transactional leadership. The transformational pattern, in which manager and employees mutually negotiate and accept a common goal, was shown to generate a more stable work relationship and to enhance productivity.

Fiedler, F. E. (1971). **Validation and extension of the contingency model of leadership effectiveness: A review of empirical findings.** *Psychological Bulletin*, *76*, 128-148.

This paper reviews studies which tested and extended the contingency model of leadership effectiveness. The model predicted a curvilinear relationship such that leaders with low least preferred co-worker (LPC) scores ("task-oriented") would perform more effectively in very favorable and unfavorable situations, while high LPC leaders ("relationship-oriented") would perform more effectively in situations intermediate in favorableness.

Fiedler, F. E. (1981). **Leadership effectiveness.** *American Behavioral Scientist*, *24*, 619-632.
Current leadership theories are reviewed. Fiedler finds that current theories ignore the importance of a leader's knowledge, ability to solve problems and ability to make judgments about effective leadership. The author believes that a person will respond to a situation in a way which is compatible with the individual's personality. The effects of stress on performance is also discussed.

Gardner, J. W. (1987, March-April). **Leaders and followers.** *Liberal Education*, *73*(2), 4-8.
Gardner describes the interaction that takes place between leaders and their constituents. He discusses the failures of followership. He believes that 90% of leadership can be taught, while the other 10% is comprised of exceptional energy, stamina and other undefined qualities.

Goodwin, D. K. (1978, October). **True leadership.** *Psychology Today*, pp. 46-58, 110.
The author interviews James MacGregor Burns about his theories on leadership. Burns believes that we must study the development of leaders and followers to understand the concept of leadership. He feels that "leadership and followership lie in the vast pool of human wants, and the transformation of those wants into social aspiration, collective expectations and political demand." Leaders of today tend to be charismatic and superficial, partly because of media influence.

Graeff, C. L. (1983). **The situational leadership theory: A critical view.** *Academy of Management Review*, *8*, 285-291.
Theoretical issues undermining the robustness of the situational leadership theory and the utility of its prescriptive model are discussed. More specifically, conceptual ambiguity associated with the mechanics of applying the concept of job-relevant maturity and other problems with the normative model are seen as seriously limiting its pragmatic utility. In addition, problems with the LEAD instrument are identified and discussed.

Hill, N. C., & Ritchie, J. B. (1977). **The effect of self-esteem on leadership and achievement: A paradigm and a review.** *Group & Organization Studies*, *2*, 491-503.
Studies on leadership have experienced distinct evolutionary cycles typical of much of social science research. This paradigm is utilized to describe a variety of investigations that suggest that self-esteem is a significant variable in individual productive functioning and leadership effectiveness. This literature is reviewed, focusing on superior-subordinate interactions.

Hogan, J. C. (1978). **Personological dynamics of leadership.** *Journal of Research in Personality*, *12*, 390-395.
Fifty members of a university football team were given the California Psychological Inventory (CPI) to determine what personality traits characterize leaders. Subjects were given leadership scores. Leaders were found to possess high scores on CPI scales of dominance, self-acceptance and responsibility. The coaches' leadership ratings were correlated with scores on the leadership regression equation. Stable personality traits characterizing leaders is supported.

House, R. J., & Mitchell, T. R. (1974). **Path-goal theory of leadership.** *Journal of Contemporary Business, 3*(4), 81-94.

An integrated body of conjecture by students of leadership referred to as the "Path-Goal Theory of Leadership," is currently emerging. This article attempts to describe the theoretical framework for understanding the effect of leadership behavior on subordinate satisfaction and motivation.

Howard, A., & Wilson, J. A. (1982). **Leadership in a declining work ethic.** *California Management Review, 24*(4), 33-46.

AT&T conducted its second longitudinal study of managers in 1970. Results from the 1970 study were compared with results from a 1950 study. The 1970 survey indicates that baby boomers are less motivated toward success, less optimistic and less committed to corporate life. A historical look into why this transformation has taken place as well as the future directions of corporate life are explored.

NEW Howell, J. P., Bowen, D. E., Dorfman, P. W., Kerr, S., & Podsakoff, P. M. (1990). **Substitutes for leadership: Effective alternatives to ineffective leadership.** *Organizational Dynamics, 19*(1), 21-38.

When a leadership problem occurs, is the source of the problem the leader or the situation? When a leader's traits and behavior don't fit a situation, the leader can be replaced, change his behavior or the situation can be changed. The authors suggest the alternatives of leadership substitutes. Group decision making and goal setting, peer review, consistent feedback, rewards and intrinsic satisfaction motivate subordinates to self-manage effectively.

Jago, A. G. (1982). **Leadership: Perspectives in theory and research.** *Management Science, 28*, 315-336.

The author reviews prominent trends in leadership research and constructs a typology based on the themes in the research. He makes the point that existing research has covered only a part of the wide domain of leadership phenomena.

Kerr, S. (1977). **Substitutes for leadership: Some implications for organizational design.** *Organization and Administrative Sciences, 8*, 135-146.

Kerr utilizes a sociological perspective to establish the wide variety of characteristics (individual, task, and organizational) influencing leadership strategies.

Kerr, S., & Jermier, J. M. (1978). **Substitutes for leadership: Their meaning and measurement.** *Organizational Behavior and Human Performance, 22*, 375-403.

Current leadership theories and models are reviewed. This article stresses that some leadership styles can be effective, regardless of the situation. A number of substitutes for "leadership" can be found to give guidance and promote good feelings within an organization.

NEW King, A. S. (1990). **Evolution of leadership theory.** *Vikalpa, 15*(2), 43-54.

King offers a model of evolutionary stages of leadership theory. Nine eras reflect specific themes beginning with the early Great Man and Trait periods that comprise the Personality Era. Leadership theory progresses through eras called Influence, Behavior

Situation, Contingency, Transactional, Anti-leadership, Culture and Transformational. King prescribes a future Integrative Era which adopts the most relevant concepts from the past to develop leaders who are visionary, take risks, exemplify the values, goals and culture of their organizations, think strategically, energize people into action and develop followers into leaders.

NEW Krantz, J. (1990). **Lessons from the field: An essay on the crisis of leadership in contemporary organizations.** *Journal of Applied Behavioral Science*, *26*, 49-64.

Krantz notes a shift from centralized leadership to a broader focus on the context of leadership. His article explores common themes in leadership and discusses three books in depth. Using systems thinking and psychodynamic theory, Krantz explains the effect of our change to a postindustrial society, global competition, and a continuously changing, unstable environment. Effective leadership involves setting direction, providing vision, facilitating intergroup relations, and distributing authority to all levels of an organization.

NEW Krantz, J., & Gilmore, T. N. (1990). **The splitting of leadership and management as a social defense.** *Human Relations*, *43*, 183-204.

Organizations respond with social defenses to the challenges of a new society: mergers, acquisitions, cutbacks, downsizing, technology, global competition, increased complexity and continuous change. One method of social defense is managerialism, or implementing the magic of technique as a tool for organization. Another defense is heroism, or assigning heroic qualities to one leader. Effective leadership combines creative, visionary and mission-setting style with management skills.

NEW Lee, C. (1991). **Followership: The essence of leadership.** *Training*, *28*(1), 27-35.

Traits of effective followership are independent critical thinking, and an active vs. passive nature. Lee defines five levels of followership as: "sheep" who are dependent and passive; "yes people" who are active, but uncritical; "alienated followers" who are critical and independent, but don't act; "survivors" who balance in the middle of both traits; and "effective followers" who think for themselves and carry out tasks with enthusiasm. Effective followers behave like good leaders. Effective followership is exemplified at Lincoln Electric.

Lippitt, R. (1982). **The changing leader-follower relationships of the 1980s.** *Journal of Applied Behavioral Science*, *18*, 395-403.

The author, Ronald Lippitt, identifies several trends of change that seem to have particular relevance for the relationships between leaders and followers. He examines some of the changing role requirements and competency challenges for leaders and followers.

Lombardo, M. M., & McCall, M. W., Jr. (1983). **Great truths that may not be.** *Issues & Observations*, *3*(1), 1-4.

This is an overview of part of a major Center for Creative Leadership research project on how executives learn, grow, and change throughout their careers.

McWhinney, W. (1984). **Alternative realities: Their impact on change and leadership.** *Journal of Humanistic Psychology*, *24*(4), 7-38.

The different ways people experience reality result in their having distinctly different attitudes toward change. Understanding these different concepts contributes to new understanding of resistance to change and the modes of leadership. A description of four alternative realities and a pencil-and-paper instrument is used to assess the reality concepts people use. "A scenario in four languages," a hypothetical case, elucidates the ways in which managers react.

Miner, J. B. (1982). **The uncertain future of the leadership concept: Revisions and clarifications.** *Journal of Applied Behavioral Science*, *18*, 293-307.

In earlier years leadership concepts were developed by studying small groups and often focused on leadership emergence. The author suggests that today's focus is on the leadership function or on organizations and that our existing models of leadership are no longer useful. Alternative areas of research in the leadership field are offered.

Mintzberg, H. (1975). **The manager's job: Folklore and fact.** *Harvard Business Review*, *53*(4), 49-61.

The author examines the common misconceptions, myths, and rumors that dominate the average manager's thinking about his job. He bases his article on many recent studies and tries to define a set of usable and well-defined components for managers. The author feels managers play a complex, intertwined combination of interpersonal, informational and decisional roles. He hopes to enable the manager to better understand his job.

Morris, D. J. (1987). **Innovation: The changing perception of leadership.** *Performance and Instruction*, *26*(1), 20-24.

Morris briefly outlines the history of leadership theory. He identifies some of the problems with these theories and builds an argument that it is necessary for today's successful leader to attain mastery of many jobs by building on knowledge, skills and attributes (KSA). He recommends the application of Theory W and its four-step approach to leadership development as an appropriate model for the implementation of organizational innovations and success.

Plachy, R. J. (1981, September). **Leading vs. managing: A guide to some crucial distinctions.** *Management Review*, pp. 58-61.

Plachy says it is impossible for an individual to be both a manager and a leader. The relationship between manager and leader is reciprocal; if an individual tries to be too much of one, the other will suffer. The person who understands the distinction between leader and manager will have greater success in achieving both individual and organizational goals.

NEW Smoll, F. L., & Smith, R. E. (1989). **Leadership behavior in sport: A theoretical model and research paradigm.** *Journal of Applied Psychology*, *19*, 1522-1551.

The sport environment is a naturalistic setting for observational research because many psychological processes are involved. Learning, perception, attention, motivation, emotion, developmental processes, memory, problem solving and social interaction can all be studied. A *Coaching Behavior Assessment System* (CBAS) has been designed for research between youth coaches and players. A model is offered to measure and define relationships between what coaches actually do, how these behaviors are perceived and recalled by players, and children's attitudinal responses to the total situation.

Tannenbaum, R., & Schmidt, W. H. (1973). **How to choose a leadership pattern.** *Harvard Business Review, 51*(3), 162-175, 178-180.

This is a *Harvard Business Review* classic, reprinted from 15 years earlier. For this reprint the authors have added a commentary examining the nature of leadership from the perspective of the 1970s. They capture the main ideas involved in the question of how a manager should lead his organization.

Vanderslice, V. J. (1988). **Separating leadership from leaders: An assessment of the effect of leader and follower roles in organizations.** *Human Relations, 41*, 677-696.

What are the distinctions between leadership and leadership functions? Can these functions be carried out by other members of the organization? What conditions are necessary to make a "leaderless" organization successful? These are some of the questions addressed in Vanderslice's comparison study which examines Moosewood Industries, a leaderless structured enterprise, and another company that has a flat structure. The conclusions of the study raise some basic questions for behavioral scientists regarding the definition of motivation, power and responsibility.

Welte, C. E. (1978). **Management and leadership.** *Personnel Journal, 57*, 630-632.

Differences between both "managership" and "leadership," "style of leadership" and "leadership behavior" are discussed. These distinctions may provide guidelines for improvements in managerial and leadership performance.

NEW Yukl, G. (1989). **Managerial leadership: A review of theory and research.** *Journal of Management, 15*, 251-289.

This article is a review and evaluation of leadership theories and research findings. Major topics and controversies are: leadership versus management, leader traits and skills, leader behavior and activities, leader power and influence, situational determinants of leader behavior, situational moderator variables, transformational leadership, importance of leadership for organizational effectiveness, and leadership as an attributional process. A notable emerging concept is leadership as a shared process.

Zaleznik, A. (1977). **Managers and leaders. Are they different?** *Harvard Business Review, 55*(3), 67-78.

The author examines the two basic positions of leadership: leaders and managers. He suggests that managers and leaders are basically two different types of people. Combined with different conditions which breed the different types, it is difficult for one person to be both.

BOOKS

Barnard, C. (1968). ***The functions of an executive: Thirtieth anniversary edition.*** Boston: Harvard University Press.

Path-breaking book on the analysis of business organizations and the functions of the executives in them. Barnard presents his theory of cooperative behavior in the formal and informal organization. Barnard takes that which has been developed at the level of theory and abstraction and puts it in the perspective of the practicing executive.

NEW Bass, B. M. (1990). ***Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications.*** 3rd ed. New York: Free Press.

Intended for students of leadership, this new edition of the handbook covers a broad range of leadership definitions, concepts and theories. Shifts in the content and method of leadership studies resulted in new chapters on executive studies, leader/follower relations and women in leadership. Also featured are chapters on personal traits, charisma, intellect and political tactics. Seventy-five hundred references include some unpublished reports which offer fresh ideas. A glossary of terms and author and subject indexes are included.

Bennis, W. G. (1976). ***The unconscious conspiracy: Why leaders can't lead.*** New York: AMACOM.

This book provides commentary seeking to distinguish true leadership from mere managing, and to show the difference. The assumption is made that all leaders face basically the same problems. The problems grow more complex as the leader's own authority and autonomy grow more circumscribed by events and forces beyond control. The commentaries raise many questions to hopefully stimulate today's leaders to pose further questions in a search for the right answers.

Bennis, W. G., & Nanus, B. (1985). ***Leaders: The strategies for taking charge.*** New York: Harper & Row.

This book projects the belief that leadership is the pivotal force behind successful organizations. To create vital and viable organizations, leadership is necessary. Leadership will then help mobilize the organization toward a new vision of what the organization can be. This leader is one who commits people to action, who converts followers into leaders and who may convert leaders into agents of change. This concept is called "transformative leadership."

Boone, L. E., & Bowen, D. D. (1987). ***The great writings in management and organizational behavior.*** 2nd ed. New York: Random House.

An anthology of seminal essays written by individuals whose works have become the cornerstones for contemporary management and organizational theory. From pioneers Weber, Fayol and Follet, to second generation contributors Mayo, Barnard and Maslow, the text is chronological and gives the reader a historical point of reference. Part 3, "The paradigm creators," includes McGregor's "The human side of enterprise," "One more time: How do you motivate employees," by Herzberg, and Likert's "An integrating principle and an overview." The final section, "Major Current Contributions," includes essays by McClelland, Vroom and Schein.

Burns, J. M. (1978). ***Leadership.*** New York: Harper & Row.

The "dynamic reciprocity" theme is presented in a highly readable volume of leadership analysis. History, biographies and a socio-psychological approach combine to provide a highly innovative study of the elements of leadership. Teaching and learning leadership are discussed in narrative format. This book could well be used as a follow-up text to the study of leadership theory.

Caskey, F. (1988). ***Leadership style and team process: A comparison of the managerial grid and situational leadership.*** St. Paul, MN: University of Minnesota, Dept. of Vocational and Technical education. (ERIC Document No. ED 296162)

This monograph identifies literature on human systems developed from the primary constructs of "task" and of "maintenance" or "relationship." It reviews definitions of leadership and team process and the use of the primary constructs in leadership literature. The report systematically reviews and compares two frameworks developed on the balance of task and maintenance or relationship—the "Managerial Grid" and "Situational Leadership." Each review includes an overview and sections on purpose, constructs with anticipated results, validity, recent writings and critique. The report concludes with a summary, a chart comparison of Managerial Grid and Situational Leadership frameworks, and extensive references.

Clark, K. E., & Clark, M. B. (Eds.). (1990). ***Measures of leadership.*** West Orange, NJ: Leadership Library of America.

An introduction to a wide variety of measures of leadership, with detailed information on their characteristics and their validity. The book includes 29 research reports from well-known contributors to the study of leadership; they describe leaders' abilities, personalities and behaviors. Included are an introduction that summarizes and interprets the findings and a report of the proceedings of the conference on which the book is based. Written for general readership.

Cleveland, H. (1985). ***The knowledge executive: Leadership in an information society.*** New York: Dutton.

This book builds on the premise that more than half of all work now done in the United States is information work, and discusses the differences between information and other kinds of resources. Cleveland says that, "tomorrow's leaders will be those with a taste for paradox, a talent for organizational ambiguity, and the capacity to hold new and dissimilar ideas comfortably in the managerial mind."

NEW Cohen, W. A. (1990). ***The art of the leader.*** Englewood Cliffs, NJ: Prentice Hall.

Cohen states that leaders are not born; leadership is learned. Leaders always have sponsors to support their rise to the top. In turn, leaders always become sponsors, enabling others to rise to the top. His nine techniques enable readers to become leaders who are satisfactorily compensated, who reach their full potential and who enjoy their work. Military examples demonstrate how to take charge of any situation, how to win loyalty and respect, and how to develop self-confidence. Cohen teaches seven steps to achieve "charisma."

Crosby, P. B. (1987). ***Running things: The art of making things happen.*** New York: New American Library.

Philip Crosby asks the simple but difficult question: "What is the purpose of an organization?" From the largest multinational corporations to the smallest of volunteer groups, the answer is always the same—"To help people have lives." Although he is certain there are people who are born leaders, his concern in this book is for the rest of us who are working to develop our leadership skills. Based upon imaginary characters, Crosby draws out situations and individuals who have taken on the task of leading and shows how they have adapted the skills of handling and doing while winning commitment from the people involved.

NEW Cummings, L. L., & Staw, B. M. (Eds.). (1990). ***Leadership, participation, and group behavior.*** Greenwich, CT: JAI Press.

This is a collection of articles on social behavior. One reviews a decade of leadership literature. Another discusses routinization of charisma with examples from two charismatic leaders. Two chapters address participation in decision making and worker participation in management. Another chapter reports that researchers have used committee meetings as tools for analysis. The authors suggest that the committee meeting in itself is a topic worthy of study. The final chapter examines basic concepts, assumptions and models of group effectiveness. The authors outline current concepts of group technology, cohesiveness and norms, and then offer new alternatives.

Fiedler, F. (1967). ***A theory of leadership effectiveness.*** New York: McGraw-Hill.

This book presents a theory of leadership effectiveness which takes account of the leader's personality as well as the situational factors in the leadership situation. This theory attempts to specify, in more precise terms, the conditions under which one leadership style or another will be more conducive to group effectiveness. The book summarizes the results of a 15-year program of research on leadership and a theory of leadership effectiveness and integrates the findings.

Fiedler, F. E., & Garcia, J. E. (1987). ***New approaches to effective leadership: Cognitive resources and organizational performance.*** New York: John Wiley & Sons.

The authors have paid close attention to the function of the leader and the effectiveness with which the group performs its assigned task. Four important concepts are examined: the leader, the group, the organization and leadership effectiveness. The contingency and cognitive resource models used throughout are the major instruments by which the leader's personality, intellectual abilities and directive behavior are measured. Included in the text are the characteristics of fourteen studies used in the models, plus a complete list of references.

Gardner, J. W. (1990). ***On leadership.*** New York: Free Press.

John Gardner has put together his series of leadership papers with some additional material to produce a book that explores the multifaceted nature of leadership. The strength of the book is his ability to explicate this complexity while keeping the reader's attention with enlightening anecdotes and a studied optimism. Commenting on leadership development, Gardner states, "Fortunately, the development of leaders is possible on a scale far beyond anything we have ever attempted. . . . The reservoir of unused human talent and energy is vast, and learning to tap that reservoir more effectively is one of the exciting tasks ahead for mankind."

Gouldner, A. W. (1965). ***Studies in leadership: Leadership and democratic action.*** New York: Russell and Russell.

An anthology dealing with the analysis of leadership, made by social scientists promising help to people engaged in democratic action. The book is an effort to provide some understanding of leadership behavior. The book is divided into five parts: types of leaders, leadership and its group settings, authoritarian and democratic leaders, the "ethics and technics" of leadership, and affirmations and resolutions.

Hannah, M. E., & Midlarsky, E. (1981). ***Toward an understanding of power and leadership in the young: A review.*** San Rafael, CA: Select Press (P.O. Box 9838, 94912).

This paper presents a review of the literature regarding the antecedents (personal and situational characteristics), process and outcome in situations in which power and leadership are exercised. Methodological critiques of the existing literature (comprising over 130 references) are provided, as well as suggestions for future research.

Harrison, F. C. (Ed.). (1989). ***Spirit of leadership: Inspiring quotations for leaders.*** Germantown, TN: Leadership Education and Development.

Poets, presidents and philosophers are but a few of the many individuals represented in this collection of quotations which address the multifaceted nature of leadership.

Heider, J. (1985). ***The Tao of Leadership.*** Atlanta, GA: Humanics New Age.

Primarily an adaptation of the Chinese classic tome of wisdom, "Tao Te Ching," by Lao Tzu, Heider has found a new application for this work. As a teacher and trainer of group leaders, Heider has taken the principles set down in the "Tao" and applied them to the leadership process. Based upon the same structure as the "Tao," each page is the author's version of the meaning of Lao Tzu's own words. This text is meant to provide inspiration and a path to the higher intentions of leadership for those who lead, in whatever context, whether family or group, church or school, business or military, political or administrative.

Heller, T. (1986). ***Leaders and followers: Challenges for the future.*** Greenwich, CT: JAI Press.

Heller discusses the concepts and dynamics of leadership and followership. The concept of participative leadership and the changing environment of leadership is also reviewed.

NEW Hickman, C. R. (1990). ***Mind of a manager: Soul of a leader.*** New York: John Wiley & Sons.

Hickman defines leaders as visionary and creative. Managers are analytical, structured, and turn leaders' visions into commercial successes. Organizations rely on leaders and managers working together toward common goals and avoiding natural conflict. He divides organizational success into five factors: competitive advantage, capability, change, style and results. Balance between leaders and managers in all factors creates harmony. Questionnaires are provided to assess self, teams, organizations and attitudes.

NEW Hitt, W. D. (Ed.). (1992). ***Thoughts on leadership: A treasury of quotations.*** Columbus, OH: Battelle Press.

This anthology of quotations supports the theory that leaders are fully functioning persons. In a generic leadership model, 25 competencies comprise five leadership dimensions: reasoning, coping, knowing, believing and being. Ideas regarding creative thinking, excellence, integrity, knowing the organization, visioning, team building, valuing, responsibility, and courage are capsulized in the words of original authors. Quotations are indexed by author and by subject.

Hodgkinson, C. (1983). ***The philosophy of leadership.*** New York: St. Martin's.

This work is a companion to Hodgkinson's "Towards a Philosophy of Administration." He argues that leadership is essentially a philosophical activity that must deal with values because they "impinge upon every phase of the administrative process." The relationship of administration and leadership is one of identity.

Hollander, E. P. (1978). ***Leadership dynamics: A practical guide to effective relationships.*** New York: Free Press.

The contents deal with defining and approaching leadership, authority and followership, social changes and exchange leadership effectiveness and functions in organizations, and a summary chapter on leadership dynamics. The main focus of the book is on leader-follower relations and is an appropriate resource for those interested in the leadership process.

NEW Hunt, J. G. (1991). ***Leadership: A new synthesis.*** London: Sage Publications.

Hunt suggests a new synthesis, an expanded framework for scholarly study of leadership knowledge content and orientation. His multiple-level leadership model includes studies from high levels of management down through organizations and across time. Hunt investigates varying concepts of leadership as reality and as perception, assumptions, definitions, purposes and measurements.

Hunt, J. G., Baliga, B. R., Dachler, H. P., & Schriesheim, C. A. (1988). ***Emerging leadership vistas.*** Lexington, MA: Lexington Books; D. C. Heath and Company.

This review of leadership research covers the various, and sometimes controversial perspectives of researchers across the subject. The research examined here attempts to find answers to "What is meant by leadership?" Beginning in Pt. 1, the first four chapters examine the concept of charismatic leadership. The focus is on how this form of leadership shapes individual motivation and behavior. In Pt. 2, three chapters measure the activities of leadership within the organization. Examples are shown of how leadership runs deep within the functioning of the organization. Pt. 3 reviews the theories of leadership research. The concluding chapters look at some overlooked research, plus new, emerging findings.

Hunt, J. G., & Larson, L. L. (Eds.). (1979). ***Crosscurrents in leadership.*** Carbondale, IL: Southern Illinois University Press.

This book, Volume 5 in the Leadership Symposia Series originating in 1971, examines the variety of leadership approaches that are characteristic of the field today. This series covers the content of biennial symposia held at Southern Illinois University. The symposia were established to provide in-depth consideration of current and future leadership directions and to provide an interdisciplinary perspective for the scholarly study of leadership.

Hunt, J. G., & Larson, L. L. (Eds.). (1974). ***Contingency approaches to leadership.*** Carbondale, IL: Southern Illinois University Press.

In this second leadership symposium volume, 16 outstanding scholars in the field of administrative sciences review and discuss recent contingency approaches to leadership. Extensively illustrated with tables, graphs and sample scale items.

Hunt, J. G., Sekaran, U., & Schriesheim, C. A. (Eds.). (1982). ***Leadership: Beyond establishment views.*** Carbondale, IL: Southern Illinois University Press.

This book is Volume 6 of the Leadership Symposia Series originating in 1971 and covering the content of biennial symposia held at Southern Illinois University. This volume joins the earlier ones in charting the state of the field.

Jacobs, T. O. (1971). ***Leadership and exchange in formal organizations.*** Alexandria, VA: Human Resources Research Organization.

The purpose of this book is to review and reinterpret the existing literature on leadership, power and influence processes in general, in order to arrive at a more general approach to understanding them. The focus is on influence processes in formal organizations. The research was conducted under a contract performed by the Human Resources Research Organization for the Office of Naval Research.

Kellerman, B. (Ed.). (1984). ***Leadership: Multidisciplinary perspectives.*** Englewood Cliffs, NJ: Prentice Hall.

This book represents cooperative work in Leadership Studies. It provides a comprehensive range of perspectives on the interactions between those labeled leaders and those labeled followers. It serves as both an introduction to the subject and as a forum for related ideas that may be expected to stimulate more advanced discussion and study. The volume consists of a series of original essays by scholars from different disciplines, each considering leadership issues.

Kouzes, J. M., & Posner, B. Z. (1987). ***The leadership challenge: How to get extraordinary things done in organizations.*** San Francisco, CA: Jossey-Bass.

Designed for executives, managers and non-managers, authors Kouzes and Posner challenge conventional practices of management teaching and leadership effectiveness. Distinguishing management from leadership, they assert "leadership begins where management ends, where the systems of rewards and punishments, control and scrutiny, give way to innovation, individual character, and the courage of conviction." They provide a series of chapters based on leadership practices (knowing, inspiring, enabling and modeling) that can serve as a foundation for developing the reader's own leadership capabilities.

Levinson, H. (1981). ***Executive.*** Cambridge, MA: Harvard University.

Levinson states that without effective leadership, neither businesses, communities, nor social groups can accomplish anything. Leaders must be prepared to understand their contemporary role and to act accordingly. This book is designed to foster such understanding—to help senior executives learn more about their role from a psychological point of view and to help them meet the expectations of their organization and the public.

Likert, R. (1961). ***New patterns of management.*** New York: McGraw-Hill.

This book is intended for persons concerned with the problems of organizing human resources and activity. It is written especially for those who are actively engaged in management and supervision and for students of administration and organization. It presents a theory of organization based on the management principles and practices of managers who are achieving the best results in American business and government. It also draws upon research of volunteer organizations.

Lombardo, M. M. (1978). ***Looking at leadership: Some neglected issues (Tech. Rep. No. 6).*** Greensboro, NC: Center for Creative Leadership.

This paper reviews some of what is known about leadership, focusing on the data collected about the nature of managerial work. Three dimensions are presented as useful in understanding managerial performance: complexity/simplicity, use of structures and use of power. A typology is suggested to provide a way of studying leaders through observing how their activities relate to effectiveness in the use of these dimensions.

Maccoby, M. (1981). ***The leader: A new face for American management.*** New York: Ballantine.

Leaders come in many forms and are called many things. This book gives a brief review of leadership today, but focuses on the lives and career paths of six leaders. A good book for advanced study and group discussion. The range presented includes an assistant secretary to a congressman to a chief executive officer to a plant manager.

McCall, M. W., Jr. (1977). ***Leaders and leadership: Of substance and shadow (Tech. Rep. No. 2).*** Greensboro, NC: Center for Creative Leadership.

This paper examines some of the problems with the accumulated research on leadership, reviews some studies of managerial work that stimulate new ways of thinking about leadership in organizations and suggests some directions that might improve our understanding of the topic.

McCall, M. W., Jr., & Lombardo, M. M. (Eds.). (1978). ***Leadership: Where else can we go?*** Durham, NC: Duke University.

This series of readings compiled at the Center for Creative Leadership provides a different perspective to stimulate more creative thoughts about the future of leadership study. Alternative conceptual frameworks, new variables and alternative methodologies are offered.

McGregor, D. (1966). ***Leadership and motivation: Essays.*** Cambridge, MA: MIT.

This collection of essays by McGregor was edited and compiled by Warren Bennis, Edgar Schein and Caroline McGregor. It covers the various periods in his career: Industrial Relations days at MIT, Antioch College presidency days, and then his return as Sloan Professor to MIT's Sloan School of Management. The essays reflect McGregor's ability to change an entire concept of organizational man and to replace it with a theory that stressed individual potential, emphasized personal growth and elevated the employee's role in industrial society.

4.6

Morgan, G. (1988). ***Riding the waves of change: Developing managerial competencies for a turbulent world.*** San Francisco, CA: Jossey-Bass.

Gareth Morgan argues that it is not enough to look at what organizations and managers are doing well, but rather, it's critical to see how managerial skills can enhance one's ability to anticipate change. The competent manager needs to have one foot in tomorrow's business. He defines the ways managers can look for what is changing in new technologies, market conditions, management trends and in employees' values and expectations. Morgan sets out a program for cultivating a "proactive mindset" to managing.

Petrullo, L., & Bass, B. M. (1961). ***Leadership and interpersonal behavior.*** New York: Holt, Rinehart & Winston.

This volume represents an introduction to a way of examining the leadership process. The text is based on a symposium of the Office of Naval Research, and is an anthology of the various reports. The book deals with systematic experimental developments in the field of leadership research. Topics include: current psychological theories of leadership and interpersonal behavior, in the small group and in the large organization.

Rosenbach, W. E., & Taylor, R. L. (Eds.). (1984). ***Contemporary issues in leadership*** Boulder, CO: Westview.

Purpose of this book is to describe the phenomenon of leadership and to identify what it is that makes a person an effective leader. Articles cover an inter-disciplinary overview of the key issues in leadership at different organizational levels from a variety of perspectives.

NEW Rost, J. C. (1991). ***Leadership for the twenty-first century.*** New York: Praeger.

A critique of 150 writings on leadership since 1930, this book explores old definitions of leadership and proposes a new one. Fundamental concepts of great man theories, facilitators, psychological traits, behavior, situation, and excellence are criticized for oversimplifying a complex set of relationships. Rost suggests that a study of followership will help scholars, trainers and practitioners to better understand leader/follower relationships.

Rothberg, D. L. (1981). ***Insecurity and success in organizational life: The psychodynamics of leaders and managers.*** New York: Praeger.

This study of the psychology of leadership among 330 business and military elites seeks to better understand what drives organizational leaders to pursue power and success. Each of the four leadership types—rational, existential, administrative, and entrepreneurial—are explored. The book discusses the complex relationships that exist between personality and the attainment of success, and then identifies and systematizes the distinguishing psychological characteristics.

Rustow, D. A. (1970). ***Philosophers & kings: Studies in leadership.*** New York: George Braziller.

Through essays on James, Mill and Newton, as well as essays on more explicitly political leaders, this collection seeks to explore the phenomenon of leadership. The approaches vary from historical analysis of the leader and his times to psychological analysis of the leader and his followers to theoretical analysis of leadership demands inherent in certain political movements. There are also essays dealing with conceptual approaches to leadership.

NEW Safire, W., & Safire, L. (Eds.). (1990). ***Leadership.*** New York: Simon and Schuster.

This is a collection of leadership quotations from ancient Greek and Chinese philosophers, former and current politicians, executives and sports heroes. The editors suggest searching for the verb or action in each bit of wit and wisdom. Quotations are arranged by leadership traits, such as excellence, intelligence, loyalty and strength. Names of leaders quoted are indexed.

Stogdill, R., & Coons, A. E. (1957). ***Leader behavior: Its description and measurement.*** Columbus, OH: Ohio State University College of Administrative Science.

This book describes the procedures involved in the development of a research tool, the *Leader Behavior Description Questionnaire*, the successive revisions and adaptations of the questionnaire, and summaries of the results of its use in a variety of organizational settings. This is part of the Leadership Series in Ohio Studies in Personnel published by the Bureau of Business Research.

Taylor, R. L., & Rosenbach, W. E. (1989). ***Leadership: Challenges for today's managers.*** New York: Nichols Publishing.

This book is comprised of twenty-two articles written by nationally recognized authorities on management. The book is aimed at practicing managers "who are doing leadership or aspire to be leaders." From John W. Gardner's "The Antileadership Vaccine," found in Part 1 to Bernard Bass' "Leadership: Good, better, best," the reader is provided a variety of thought-provoking essays. The purpose of the book is to stimulate thought and to help provide a framework for understanding the multifaceted nature of executive leadership.

Timpe, A. D. (1987). ***Leadership: Volume 3 in Facts on File's series: The art & science of business management.*** New York: Facts on File.

This compendium provides access to a broad range of practical information, theory and research associated with leadership ability and how to develop it. The variety of insights, experience and concepts presented offer many useful approaches for human resource planning. The sources represented in this volume cover a wide range of professional publications, including a number not readily available to most executives. And, for those wanting a more expanded discussion on a particular component, the bibliography is a valuable resource. This book is organized into six sections, including: leadership—the effective traits; perceptions of power and authority; manager or leader?; and leadership styles.

Vaill, P. B. (1989). ***Managing as a performing art: New ideas for a world of chaotic change.*** San Francisco, CA: Jossey-Bass Publishers.

Vaill's most recent publication is intended for practicing managers who want a fresh look at organizations and how to manage them. The book's two concurrent themes are introduced in the title. First "performing art" is Vaill's metaphor representing "dynamism, fluidity, extraordinary complexity and fundamental personalness of all organizational action." The second concept of "chaotic change" describes "a system of problems or instabilities," which Vaill sees present in today's corporate environment. These two themes are brought together in a series of chapters meant to challenge and stimulate the reader to new levels of management innovation and effectiveness.

Wall, J. A. (1986). ***Bosses.*** Lexington, MA: Lexington Books.

The author writes about those managers, men and women, who are first-line leaders, not about boardroom executives and middle managers who may never "walk the floor" with their employees. These leaders occupy the "hands-on" positions that feel the pressure from the top and bottom as well as from peers. They are the buffer between customers, employees and upper management. The nature of their daily routine is unpredictable. Their days are packed with many brief and varied obstacles to overcome. The people interviewed for this book cover a diverse selection of occupations, from assembly-line supervisor, air controller manager, and research director, to heart transplant surgeon.

Wilson, M. (1981). ***Survival skills for managers.*** Boulder, CO: Volunteer Management Associates.

This book is a statement about people and what happens to them in today's technocratic, hierarchical organizations. This book deals with both the responsibility and opportunity of being entrusted with leadership in today's organizations. The author deals with the problem of nurturing creative pragmatists who can and will make our organizations more humane.

SOCIETY AND THE WORLD

ARTICLES

Bennis, W. G., & Jones, J. E. (1980). **John E. Jones interviews Warren Bennis on leadership and power.** *Group & Organization Studies, 5*, 18-34.

Through the lively dialog between Jones and Bennis, Bennis points towards planning for this decade as he provides a number of prognostications with regards to leadership and power.

Davidson, H. J. (1977). **The top of the world is flat.** *Harvard Business Review, 55*(2), 89-99.

"Things fall apart, the centre cannot hold"—this description of disintegration by W.B. Yeats is applied here to the American way of life. The death of the family and social and economic decline signal that a peak has been passed. Davidson asks the questions, "How will this end?" and "Where are the leaders to restore the 'something of value' needed in American lives?"

Gardner, J. W. (1965). **The antileadership vaccine.** *Carnegie Corporation of New York, Annual Report.*

There are many leaders in our society. The author discusses what he calls an "antileadership vaccine," meaning that a larger number of young people are being steered away from leadership roles. The process begins in society itself. Individuals do not envision themselves as individuals but rather as anonymous members in a mass of people. Stereotypes of leaders enhance the unattractiveness of leadership positions. The necessity of leaders in our society is discussed.

Hofstede, G. (1980). **Motivation, leadership, and organizations: Do American theories apply abroad?** *Organizational Dynamics*, *9*(1), 42-63.

It is important to remember that management theories developed and studied in one country may be of little use in other countries, due to differences in culture. National culture has been divided into four dimensions: power distance, uncertainty avoidance, individualism-collectivism and masculinity-femininity. Differences in employee motivation, attitudes, management styles and organizational structures between countries can be traced to differences in mental programming.

NEW Lobel, S. (1990). **Global leadership competencies: Managing to a different drumbeat.** *Human Resource Management*, *29*(1), 39-47.

Expatriate managers have a 70 percent failure rate in developing countries due to an inability of the manager and/or spouse to adjust to a new culture. Lobel identifies managerial competencies for global leadership and analyzes how these competencies can be taught. Competencies include technical skill, verbal and nonverbal communication, behavioral flexibility, cultural empathy, low ethnocentrism and a curious nature. Lobel suggests that a manager can be taught to step out of his comfort zone and adapt to a new reality.

NEW National Forum. (1991). **Leadership for a new millennium**. *National Forum*, *71*(1), 2-32.

Articles in this special issue focus on contemporary issues in leadership: Leadership for an uncertain century by S. W. Morse; Leadership for America's third century by J. A. Joseph; Leadership for a shrinking planet by B. Kellerman; Leadership: The public and the expert by D. Yankelovich; Learning some basic truisms about leadership by W. Bennis; A single voice: The writer as leader by N. Cousins; A new look at leadership styles by C. Desjardins and C. O. Brown; Teaching and assessing leadership styles by R. Heifetz; Future leaders in higher education by M. W. Tack. See the separate entry for Leadership education: A new threshold by R. L. Morrill and J. A. Roush.

O'Ballance, E. (1981). **IRA leadership problems.** *Terrorism: An International Journal*, *5*, 73-82.

The development of leadership in the IRA is reviewed. Differences and reasons for splitting into the "officials" and the "provisionals" and the Irish National Liberation Army are discussed.

NEW Rogers, J. L. (1988). **New paradigm leadership: Integrating the female ethos.** *Initiatives*, *51*(4), 1-8.

Rogers suggests that a major shift is occurring in Western culture. The patriarchal world with its emphasis on male-oriented values of rationality, competition and independence is shifting toward a new paradigm. The values of the female ethos, mutuality, cooperation and affiliation, are becoming recognized as transformational and empowering leadership style. This article examines the values of the female ethos, their connection with the shift in Western culture and their influence on the practice of leadership.

4.0

BOOKS

Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A., & Tipton, S. M. (1985). ***Habits of the heart: Individualism and commitment in American life.*** New York: Harper & Row.

Based on a five-year study of various white, middle-class American communities, this book explores the traditions Americans use to make sense of themselves and their society, and presents the conflict between individualism and the need for community.

Bleedorn, B. D. (1988). ***Creative leadership for a global future: Studies and speculations.*** New York: Peter Lang.

This book is an elaboration of a doctoral study designed to elicit the perceptions of educators, students and business leaders regarding the identification of talents critical to effective leadership in the advancing global age. The author's goal was to see whether existing educational programs were in fact attempting to develop the leadership talents needed for our new and changing world.

Burns, J. M. (1972). ***Uncommon sense.*** New York: Harper & Row.

Burns' treatise asserts that the domestic and foreign policy troubles he identifies as confronting the U.S. are rooted in the habits of those that preserve outmoded myths and shibboleths which blind citizens and Presidents alike to the necessity for creative governmental change. The central argument of the book concerns means and ends, an examination of the capacity of the nation to define its fundamental values and to transform them into guides to action.

Cornwall-Jones, A. T. (1985). ***Education for leadership: The international administrative staff colleges, 1948-1984.*** Boston: Routledge and Kegan Paul.

This book is concerned with the issues the author encountered in helping others who, in Australia, Pakistan, the Philippines and Ghana, wished to apply the model of Henley College. The book contributes to an understanding of staff colleges and their original aims.

Drucker, P. (1989). ***The new realities: In government and politics, in economics and business, in society and world view.*** New York: Harper & Row.

Drucker presents a synthesized and compelling view of the social, political and economic realities which are currently impacting the heart of many of our social institutions. He analyzes the functions of government, a transnational economy, shifting knowledge base, arms and the economy and other timely concerns. In Drucker's words "this book does not focus on what to do tomorrow. It focuses on what to do 'today' in contemplation of tomorrow."

Durrenmatt, F., & Bowles, P., translator (1956). ***The visit: A tragi-comedy.*** New York: Grove Press.

Originally titled in German, "Der Besuch der Alten Dame," this particular translation adheres strictly to the playwright's original German script. The action of the play is set in the small town of Guellen, "somewhere in Central Eastern Europe." An aging, very wealthy heiress, Claire Zachanassian, returns after being away for many years. Upon the offer of her millions, she quickly turns Guellen, which has been financially poor, into a boom town. However, she has attached a treacherous string to her generosity. She embroils the town leadership in her plot of murder. From these elements the playwright constructs a multi-leveled play, which is at once a moving tragedy and a black comedy.

Gardner, J. W. (1964). ***Self-renewal.*** New York: Harper & Row.

The author brings together the topics of moral decay and renewal, and the individual's capacity for lifelong learning. Gardner feels that unless we attend to the requirements of renewal, aging institutions and organizations will eventually bring our civilization to ruin. A call to foster versatile, innovative and self-renewing men and women, who share a vision of something worth saving.

Gardner, J. W. (1978). ***Morale.*** New York: Norton.

Hope, but not blind optimism, is applauded by the founder of Common Cause and former secretary of Health Education and Welfare, in an essay on the attitudes and values in contemporary society. Gardner offers encouraging thoughts on renewing a belief in ourselves.

Golding, W. (1962). ***The lord of the flies.*** New York: Putnam.

A parable about the breakdown of civilized restraints under extreme circumstance. A nuclear war forces the evacuation of children from Britain. One airplane filled with prep-school boys is wrecked on an uninhabited island. All adults on board are killed; only the boys remain alive. What ensues is the boys' attempt to create a society according to their sense of order based on a combination of their education and character.

Graubard, S. P., & Holton, G. (1962). ***Excellence and leadership in a democracy.*** New York: Columbia University.

A collection of essays addressing the problem of encouraging high standards of leadership in a democracy and consolidating current thinking on the subject. The book tells us something about the relations between the President and Congress, about admission to American universities, about trends in scientific research, etc.

Greenleaf, R. K. (1977). ***Servant leadership: A journey into the nature of legitimate power and greatness.*** New York: Paulist Press.

A constructive and critical examination of leadership and the perversions of leadership in major spheres of American life, including the crucial sphere of the responsibility (and irresponsibility) of boards of trustees. The book develops the concept of the servant-leader and deals with the structure and mode of government that will favor optimal performance of our many institutions as servants of society. The book gives biographical models of two great servant leaders.

Kellerman, B., & Rubin, J. Z. (Eds.). (1988). ***Leadership and negotiation in the Middle East.*** New York: Praeger.

Published in cooperation with the Society for the Psychological Study of Social Issues, this book consists of a series of thought-provoking essays which examine "the nature of the Middle East crisis and the possibilities for compromise, negotiation and resolution through the personalities and perspectives of national leaders of governments or organizations whose interests were strongly affected by the crisis." The following leaders are discussed: Bashir Gemayal, Menachem Begin, Yasser Arafat, Hafez Al-Assad, King Fahd, King Khaled, Leonid Brezhnev and Ronald Reagan.

Lassey, W. R., & Sashkin, M. (Eds.). (1983). ***Leadership and social change.*** 3rd ed. La Jolla, CA: University Associates.

In its third edition, this collection of essays offers educators, management programmers, leadership trainers and students in leadership training a broad and useful collection of articles on the subject of leadership. The essays address leadership in complex settings, including educational, governmental and community environments.

Lilienthal, D. E. (1967). ***Management: A humanist art.*** New York: Columbia University.

This book is a collection of three lectures presented at the Carnegie Institute of Technology. The lectures are concerned with some aspects of business or public administration, the relationships between business and government, management and labor. Also included are the themes of preserving economic freedom, human liberty and the strengthening of individual enterprise.

Mills, C. W. (1956). ***The power elite.*** New York: Oxford University Press.

The power elite is composed of men whose positions enable them to transcend the ordinary environments of ordinary men and women; they are in positions to make decisions having major consequences. This book studies these hierarchies of state, corporation and army which constitute the means of power and offer us the sociological key to an understanding of the role of higher circles in America.

Murray, C. (1984). ***Losing ground: American social policy.*** New York: Basic Books.

Murray strongly indicts American social policy in this heavily documented and densely written analysis. His central argument is that the "Great Society" programs have been disastrous to the poor, especially the poor blacks. Their failures, he contends, have stemmed from ignoring basic principles.

Naisbitt, J. (1984). ***Megatrends: Ten new directions transforming our lives.*** New York: Warner.

This book is about a new American society that is not yet fully evolved. This book focuses on the megatrends or broad outlines that define the new society, and trends tell you the direction the country is moving. This book describes the environment that may affect the major decisions of life: what to study, what career to follow, where to live, where to invest money, and whether to start a business, join a union, or run for public office.

NEW Naisbitt, J., & Aburdene, P. (1990). ***Megatrends 2000: Ten new directions for the 1990s.*** New York: William Morrow.

Megatrends are large social, economic, political and technological changes which influence society for a decade or beyond. Naisbitt and Aburdene refer to the year 2000 as the arrival of the future and a deadline for solving our current problems of hunger, disease, drugs, and pollution. They identify ten megatrends of the 1990s to use as a frame of reference for measuring new information and for making business choices. Among the trends are global economy, women in leadership and the triumph of the individual.

NEW Nanus, B. (1989). ***The leader's edge: The seven keys to leadership in a turbulent world.*** Chicago: Contemporary Books.

By the co-author of *Leaders: The strategies for taking charge*, this book was written as a progress report on the effects of change on the leadership function in the United States. Nanus' research with 200 leaders in politics, business, education, media, religion and environmental protection, combined with readings on U. S. leadership, provides an analysis of where we are, where we should be headed and how to get there. Seven megaskills are identified to provide a clear sense of direction, restore a sense of purpose, catalyze people to act enthusiastically and align their energies toward a common goal.

Sarason, S. (1972). ***The creation of settings and the future societies.*** San Francisco: Jossey-Bass.

The primary purpose of this book is to investigate a "setting" (any instance when two or more people come together in new and sustained relationships to achieve certain goals). This definition is meant to include a continuum of social phenomena which ranges from marriage to revolution.

Sawhill, I. V. (Ed.). (1988). ***Challenge to leadership: Economic and social issues for the next decade.*** Washington, DC: The Urban Institute Press.

"What kind of nation do we want to be?" is the crux of a thought-provoking discussion of the important social and economic issues facing the U.S. As the U.S. enters the final decade of the 20th century, four key issues will demand effective moral and political leadership: America's economic and political position in the world; each generation's responsibility to the next; the necessary limits of individual freedom in a large, interdependent society such as ours; the continuing obligations of those who have for those who do not. The consensus seems to be that the leadership decisions that are made tomorrow and in the near future will determine what kind of nation we will live in during the 21st century.

NEW Torbert, W. R. (1991). ***The power of balance: Transforming self, society and scientific inquiry.*** London: Sage Publications.

Torbert offers a new theory of power, a new practice of management and a new approach to conducting social science. Autobiographical cases illustrate stages of moral development and organizational reform. In the forward, D. A. Schon states that this is "a document of shocking grandiosity," yet "Torbert's theory is notable because of the depth and breadth of its aspirations."

NEW Urquhart, B., & Childers, E. (1990). ***A world in need of leadership: Tomorrow's United Nations.*** Uppsala, Sweden: Dag Hammarskjold Foundation.

The unique leadership demands of the United Nations are studied in this presentation of papers. U. N. leadership responsibilities include peace-making, safeguarding the environment, management of world economy and coordination of member states which have political differences. The authors study historical and current U. N. organizational structure and leadership selection processes. They report that new leadership demands have evolved, and offer recommendations for organizational restructuring and a new leadership selection process.

Westin, A. F., & Aram, J. D. (1988). ***Management dilemmas: Cases in social, legal and technological change.*** Cambridge, MA: Ballinger Publishing.

Authors Westin and Aram address the social, legal and technological changes which confront modern management decision making. They present twelve factually based case studies including such contemporary issues as: medical ethics and business decisions; sexual discrimination and the corporate culture; reproductive risk and EEO; employee protest vs. employee loyalty; testing employees for substance abuse; due process in a non-union firm; and big brother in the automated office. The book is intended to expose the reader to a range of questions facing organizations, to assist in developing diagnostic skills and to present the management change processes that are now confronting large corporations.

HISTORY

ARTICLES

Freedman, A., & Freedman, P. E. (1982). **Mass line leadership: Another view of Mao's China.** *American Psychologist, 37,* 103-105.

The authors argue that in his analysis of mass leadership in China, J. Barlow presents a one-sided and highly misleading portrait of Mao's China. Barlow overlooks the fact that small study groups and other organs of participation in the People's Republic of China operate within a context of coercion that conditions the individual's behavior. Mao's use of physical punishment and outright terror are discussed.

Heider, J. (1982). **The leader who knows how things happen.** *Journal of Humanistic Psychology, 22*(3), 33-39.

The author presents 12 chapters of Lao Tzu's sixth century B. C. Chinese text, Tao Te Ching, on how to rule a kingdom.

James, D. C. (1982). **Command crisis: MacArthur and the Korean War.** *Harmon Memorial Lectures in Military History, 24,* 1-16.

The controversy surrounding the dismissal of MacArthur by Truman is explored.

Schwartz, B. (1983). **George Washington and the Whig conception of heroic leadership.** *American Sociological Review, 48,* 18-33.

The author discusses the transformation of George Washington from a military hero to a moral symbol and how his leadership demonstrated the Whig conception of heroic leadership. Leadership is discussed in the Republican tradition.

Stogdill, R. H. (1974). **Historical trends in leadership theory and research.** *Journal of Contemporary Business, 3*(4), 1-17.

A brief review by Stogdill of the history of and trends in leadership theory.

BOOKS

Bailey, T. A. (1980). ***The pugnacious presidents: White House warriors on parade.*** New York: Free Press.

Bailey presents a novel approach to American history. This is a study of the basic militancy of each Chief Executive, of what might be termed his "pugnacity index" as disclosed in foreign and domestic crisis.

Clemens, J. K., & Mayer, D. F. (1987). ***The classic touch: Lessons in leadership from Homer to Hemingway.*** Homewood, IL: Dow Jones-Irwin.

This book taps the collective wisdom found in the classic works of Western philosophy, history, biography and drama and applies it to the problems of modern managers and leaders. It addresses such issues as how to build a team and keep it together, how to manage an acquisition once it's in place, how to eliminate daily distractions and how to better trust your intuition.

De Gaulle, C. (1975). ***The edge of the sword.*** 2nd ed. Westport, CT: Greenwood Press.

This book is essentially a selection of essays in which De Gaulle presents his personal philosophy regarding the meaning of leadership, World War II and France's role in the war's history. These elements are woven together by discussions of character, prestige, military doctrine, the conduct of war, and politics and the soldier. The historical insights De Gaulle offers here carry greater meaning for his having lived through so many of the important events he discusses.

Gaventa, J. (1980). ***Power and powerlessness: Quiescence and rebellion in an Appalachian Valley.*** Champaign, IL: University of Illinois Press.

The author presents systematic research on the history of coal and people in the Appalachian valley, and raises question of why the local people haven't put up greater and more frequent resistance to King Coal. The documentation includes the periods of powerful rank-and-file resistance that swept through the valley.

Keegan, J. (1987). ***The mask of command.*** New York: Viking.

Historian Keegan recognizes "the leader of men in warfare can show himself to his followers only through a mask, but a mask made in such form as will mark him to men of his time and place as the leader they want and need." It is the intent of the author to penetrate behind the mask. The following leaders are discussed: "Alexander the Great and heroic leadership"; "Wellington: The anti-hero"; "Grant and unheroic leadership"; and "False heroic: Hitler as supreme commander." He concludes with a provocative "Post-heroic: Command in the nuclear world."

Loye, D. (1977). ***The leadership passion.*** San Francisco: Jossey-Bass.

This book surveys 180 years of thought and research bearing on the relationships between ideology in the individual, social leadership and management styles. Variables receiving major attention include liberalism-conservatism, risk taking, alienation, anomie, extremism, activism, Machiavellianism, locus of control, as well as leader-follower, parent-child and age generational relationships. Findings support new models of ideological functioning.

Machiavelli, N. (1952). ***The prince.*** New York: New American Library.

A leadership classic of value to everyone who is likely to work with or for manipulative leaders or be tempted to become one.

Mansfield, H. C., Jr. (1980). ***Machiavelli's new modes and order: A study of the "discourses on Livy."*** Ithaca, NY: Cornell University Press.

Mansfield discloses and explicates things that Machiavelli thought prudent to conceal and camouflage, and highlights Machiavelli's clever conspiratorial, philosophical, and humorous strategy. In exploring the extent of Machiavelli's intention and his responsibility for modernity, Mansfield demonstrates "how the control of things not previously or usually thought political is represented in his discussion of political things."

Prewitt, K., & Stone, A. (1973). ***The ruling elites: Elite theory, power, and American democracy.*** New York: Harper & Row.

The authors present a brief examination of elite theory through both a philosophical and historical summary of the elitist position.

Silk, L., & Silk, M. (1981). ***The American establishment.*** New York: Avon.

The Establishment as the third important force in American society—following democracy and capitalism—is the subject of this study of the U.S. power structure. What the Establishment is, how it operates and the powerful role it plays in U.S. history today are examined in mini-histories of what the authors believe to be the nation's most influential organizations.

Thompson, K. W. (Ed.). (1983). ***Ten presidents and the press.*** Lanham, MD: University Press of America.

The present volume brings together the work of leading presidential interpreters and scholars who met for extended discussions at the Miller Center. It contains presentations and discussions on ten presidents and their relations with the press: Woodrow Wilson, Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard M. Nixon, Gerald Ford, Jimmy Carter and Ronald Reagan.

NEW Verma, M. M. (1990). ***Gandhi's technique of mass mobilization.*** New Delhi, India: R. K. Gupta.

Gandhi led 400 million people from tyranny and poverty toward self-respect, self-reliance and socio-economic justice. He had deep insight into mass psyche and its collective strength. To fight a despotic government, he transformed his people's passive acceptance into organized, non-violent withdrawal of cooperation and support. His integrated technique incorporated religious, intellectual, moral, social, political, economic and psychological approaches.

Wecter, D. (1972). ***The hero in America: A chronicle of hero-worship.*** New York: Charles Scribner's Sons.

With this 1941 book, Dixon Wecter was the first historian to undertake the task of examining the impact of the known political, military and celebrated leaders/heroes of American history. He asks the question: "How do Americans choose their heroes?" Throughout its eighteen chapters, Wecter examines the public personalities who have come to represent the symbols of government, our national ideals and what is best about being "American." This is a classic presentation of our past leaders. Detailed profiles cover the pilgrim founders to the architect of the New Deal. An extensive bibliography and thorough index are included.

Wofford, H. (1980). ***Of Kennedys and kings: Making sense of the Sixties.*** New York: Farrar, Straus and Giroux.

Wofford combines memoirs and narrative in this book, mingling others' opinions with his own to give balanced assessments of men and events. Wofford is positive about the accomplishments of the decade and remains committed to public service and responsible political action.

POLITICAL LEADERSHIP

ARTICLES

Burns, J. M. (1980, July/August). **Political leadership in America.** *Center Magazine*, pp. 10-18.

Burns is interested in the relationship between values reduced to purpose, on the one hand, and intended social change, on the other. Leadership can be crucial in bringing about intended social change. He explores political leadership and political conflict by interviewing a number of professors of Political Science, Sociology, directors of institutions and other prominent leaders.

Burns, J. M. (1977). **Wellsprings of political leadership.** *American Political Science Review, 71*, 266-275.

This paper, presented as the Presidential Address at the American Political Science Association meeting in Chicago, in September, 1975, is an exploration of sources of leadership that lie in areas that are to some degree outside the traditional boundaries of political science. It is excerpted and summarized from a larger work in progress.

NEW Kellerman, B. (1991). **The president abroad: Leadership at the international level.** *Leadership Quarterly, 2*, 1-7.

Major foreign policy initiatives of Presidents Kennedy, Johnson, Nixon, Carter and Reagan are discussed. Kellerman reports that three out of five presidents successfully achieved their foreign policy goals, resulting in their recognition as world leaders. The four tasks that facilitated success are identified as: formulating goals clearly and consistently; employing power, authority and influence energetically and effectively; motivating domestic and foreign constituencies to follow their lead; and overseeing implementation.

4.8

Morris, T. D. (1984). **Taking charge in Washington.** *Harvard Business Review, 62*(4), 24-40.
The author discusses the leadership of McNamara, Staats and Califano while heading federal government positions. To be an effective federal manager one must: bring "zest" for new career experiences, be able to make contributions quickly because of limited appointment, be effective communicators, have strategies for attaining goals and develop long-range objectives.

Rejai, M., & Phillips, K. (1988). **Loyalists and revolutionaries: Political elites in comparative perspective.** *International Political Science Review, 9*, 107-118.
Based on the examination of 50 well-known revolutionary and loyalist leaders, Rejai and Phillips reveal the results of their comparative analysis of these two political elite populations. Their study examines the historical, situational, social and psychological condition of these leaders. Questions raised include: Do the two groups differ in social background attributes, politicization patterns, situational encounters and psychological dynamics? The study identified cluster traits that applied to both populations. However, at a second level of analysis, traits and characteristics emerged which significantly separated the groups. The list of loyalists and revolutionary leaders is included.

Simonton, D. K. (1988). **Presidential style: Personality, biography, and performance.** *Journal of Personality and Social Psychology, 55*, 928-936.
The author used biographical information on 39 U.S. presidents as a basis for assessments of presidential style by seven raters. Five basic style dimensions were delineated: interpersonal, charismatic, deliberative, creative and neurotic. These styles were shown to be related to both objective and subjective indicators of presidential performance.

BOOKS

Alinsky, S. (1972). ***Rules for radicals.*** New York: Random House.
Alinsky draws on his extensive experience as an organizer of community groups to define areas of emphasis for potential activists and sets forth a method he believes is most successful in effecting social reform. Alinsky weights arguments on means and ends, examines the use of words in influencing peoples, and describes tactics he found viable and that can be employed to change society.

Broder, D. S. (1980). ***Changing of the guard: Power and leadership in America.*** New York: Simon & Schuster.
This work evolved from a series of extensive interviews with this country's generation of political leaders—those born between 1930-1955. Broder shares the views and experiences of this group as well as offering his own thoughts on the men and women who will soon receive "custody of the nation's leadership."

Bullitt, S. (1977). ***To be a politician.*** New Haven, CT: Yale University Press.
Some additional chapters have been added to the initial publication of 1959. These additions are abstract and theoretical issues involved in seeking political

candidacy for election. Bullitt muses about life and politics, and attempts to relate it to his running for office.

Campbell, C. (1986). ***Managing the presidency: Carter, Reagan, and the search for executive harmony.*** Pittsburgh, PA: University of Pittsburgh Press.

Campbell argues that too many studies of the U.S. executives have focused on personalities and styles without adequately taking into account the president's relationship to his advisers and the machinery of the office. Campbell describes the institutional development of the presidency in recent years with particular emphasis on the Carter and Reagan administrations. Campbell draws on interviews with nearly two hundred officials, including senior members of the White House staff.

Cronin, T. E. (1980). ***The state of the presidency.*** Boston: Little, Brown.

Cronin views leadership by a "good ol' boy" (Jimmy Carter) as somewhat of a good thing, but has included his ideas about electoral reform and presidential checks and balances.

Czudnowski, M. M. (Ed.) (1983). ***Political elites and social change: Studies of elite roles and attitudes.*** DeKalb, IL: Northern Illinois University Press.

Part of a two-volume set (*Does Who Governs Matter?*) containing 22 essays drawn from a 1981 conference at Northern Illinois University commemorating the centennial of Gaetano Mosca. The elites discussed in these volumes consist of public officeholders in various nation-states. What is learned about political leaders in these essays has mostly to do with their social backgrounds and with changes therein over time, their career patterns, and some of their political attitudes.

Dye, T. R. (1983). ***Who's running America?: The Reagan years.*** 3rd ed. Englewood Cliffs, NJ: Prentice Hall.

This work focuses on the decision-making power of persons in corporate, government and public interest institutions. Biographical and structural data are presented and analyzed to substantiate Dye's assertion of interaction between private and public elites regarding national decision making.

Dye, T. R. (1986). ***Who's running America?: The conservative years.*** 4th ed. Englewood Cliffs; NJ: Prentice-Hall.

Revised edition of *Who's running America?: The Reagan years.*

Folkertsma, M. J., Jr. (1988). ***Ideology and leadership.*** Englewood Cliffs, NJ: Prentice Hall.

From four modern political ideologies, American Liberalism, Marxism, Fascism and Islamic Fundamentalism, the author has selected seven political leaders who exemplify and embody the essence of each of these ideologies. The leaders surveyed include: James Madison, Franklin D. Roosevelt, Martin Luther King, Jr., Joseph Stalin, Mao Zedong, Adolf Hitler and Ruhollah Khomeini. It is the author's goal to "explain what these leaders believe, how they acted upon their beliefs, what difference it made to their country and where relevant, to the world about them."

4-0

Greenstein, F. I. (Ed.). (1988). ***Leadership in the modern presidency.*** Cambridge, MA: Harvard University Press.

The author acknowledges two premises which underlie the leadership of the nine presidents that have held office during the past 56 years. First, presidents influence public policy, and, second, the impact of their presidency is a function of their personal leadership qualities. In chapters one through nine, scholars on each of the presidents from F.D.R through Reagan provide insight into the nature of each president's leadership qualities and discuss the impact these qualities have had on policy-making decisions. Drawing on the material presented for each president, Greenstein concludes with his own analysis and observations on modern presidential leadership.

Halberstam, D. (1979). ***The powers that be: Time, CBS, Washington Post, New York Times.*** New York: Alfred A. Knopf.

The subject is the growing influence of the media on American political life. Halberstam examines five great corporations (CBS, LA Times, Time, Washington Post, NY Times).

Hunter, F. (1959). ***Top leadership, U.S.A.*** Chapel Hill, NC: University of North Carolina Press.

This series of studies is an array of logical statements compounded of research abstractions; the exploration of the hypothesis that a power structure exists in concretely definable terms at the national level of affairs was a theoretical position that guided the research in part. Actual visits with national leaders, observations of them and analysis of their statements and behavior in relation to each other support the presentation of the research.

Kellerman, B. (Ed.). (1986). ***Political leadership.*** Pittsburgh, PA: University of Pittsburgh Press.

This is a source book for the study of political leadership. All of the essays address some aspect of leadership, yet among the authors are philosophers, psychologists, sociologists, political scientists, historians, mythologists, literary figures, activists and public officials. The collection is particularly rich in political psychology—work that explicitly connects political life to the psychology of individuals and groups.

McFarland, A. S. (1969). ***Power and leadership in pluralist systems.*** Stanford, CA: Stanford University Press.

This book creatively synthesizes all relevant works on the nature of power in pluralist systems including such diverse works as Dahl's "Who Governs?" (1961), K. Mannheim's "Ideology and Utopia" (1936), and Easton's "The Political System" (1953). It is an analysis of the differing approaches to problem solving in the political arena.

NEW Neustadt, R. E. (1990). ***Presidential power and the modern presidents: The politics of leadership from Roosevelt to Reagan.*** Rev. ed. New York: Free Press.

The President is vested with the powers of our country's highest office. How does he make those powers work for him? Neustadt defines power and politics: what it is, how to get it, how to keep it, how to lose it. This revised edition re-examines FDR, Truman, and Eisenhower, and then examines Kennedy, Johnson, Nixon, Ford, Carter and Reagan. It is intended as a learning device for corporation presidents, union leaders, clergy and students of government and politics.

Neustadt, R. E., & May, E. R. (1986). ***Thinking in time: The uses of history for decision-makers.*** New York: Free Press.

This is a book about time and high-level political actions, but it is not a book on time management. The authors' focus is time past, and they offer stories and suggest tools with the hope that they can illustrate "... how to use experience, whether remote or recent, in the process of deciding what to do today about the prospect for tomorrow."

Sheehy, G. (1988). ***Character: America's search for leadership.*** New York: William Morrow.

Well known for her previous works *Passages* and *Pathfinders*, Gail Sheehy profiles the top political figures of our recent past and on the current scene. In an effort to reveal the elements of leadership and character which propel one to the top, Sheehy has chosen such men as Jesse Jackson, Bob Dole, Gary Hart, Mike Dukakis and President Bush. Each individual's profile is presented in a clear, if not always flattering, light. As the author puts it, "Readers should feel the same cold slap of insight, awakening them from conventional thinking, that I feel each time I study the character of a leader as it has developed."

Simonton, D. K. (1987). ***Why presidents succeed: A political psychology of leadership.*** New Haven, CT: Yale University Press.

This book examines the four standards of presidential success: success in presidential elections, popularity in the polls, performance in the White House and presidential greatness. As a political psychologist, the author looks at the presidency and the appearance of personal qualities that may contribute to effective leadership. Such factors as attitudes, intelligence, childhood experiences, age, environment, motivation and cognitive style are measured in winning an election, acting as commander-in-chief and carrying out legislative programs. The author's use of empirical methods to analyze the relationships of traits to effective leadership lend credibility to his conclusions.

Thompson, K. W. (Ed.). (1985). ***Essays on leadership: Comparative insights.*** Lanham, MD: University Press of America.

Six studies of important world leaders, including Winston Churchill, Dwight Eisenhower, and Adlai Stevenson, are presented. Their direction has had a lasting effect, especially on leadership in the Cold War. Each essay looks at the background, philosophy and charisma of these very different leaders from across the world. The purpose is to draw out principles of leadership by focusing on the political practices of these statesmen.

Tucker, R. C. (1981). ***Politics as leadership: The Paul Anthony Brick lectures.*** (11th series). Columbia, MO: University of Missouri.

Originally a series of lectures delivered in 1980. The book examines the traditional way political scientists and political philosophers have viewed the nature of politics, specifically the view that politics is an exercise of power.

Warren, R. P. (1960). ***All the kings men.*** New York: Random House.

This work was originally a novel and later adapted as a play. The events take place in an unnamed state of the deep South. The setting is a building site for the dedication of a new hospital. The plot revolves around the rise of a man named Willie Stark. He is looked upon as a hero of his community, having risen out of poverty to become the political leader in his state and region. A man known for getting things done, he builds new roads, bridges and buildings. Underlying these concrete achievements, though, is deceit, manipulation and corruption. Through the descriptions provided by the role of the narrator, Jack Burden, a community learns of their leader's moral crimes.

Willner, A. R. (1984). ***The spellbinders: Charismatic political leadership—A theory.*** New Haven, CT: Yale University Press.

The author has attempted to unravel and explain the spells exerted by political leaders who have succeeded in inspiring, swaying or seducing multitudes and holding their minds and emotions in control. This work was originally begun in 1964 as a comparative study of the leadership strategies of Sukarno, Nasser and Nkrumah. Weber's concept of political charisma is used as the general theme relating these three leaders.

BIOGRAPHY

ARTICLES

Blumenson, M. (1972). **The many faces of George S. Patton, Jr.** *Harmon Memorial Lectures in Military History, 14,* 1-27.

The author attempts to look at the many facets of George S. Patton, Jr.'s life, including both his private and public life. Patton was well read in history, well trained and dedicated to his profession. All these characteristics have made Patton an effective leader.

DeMause, L. (1984). **The making of a fearful leader: Where's the rest of me?** *Journal of Psychohistory, 12*(1), 5-21.

This article is from *Reagan's America* by Lloyd DeMause. It deals with Reagan's personal anxieties and how those anxieties have affected his politics. This chapter evaluates Reagan's phobias and explains why he developed phobias. The author states the reason for Reagan's success in 1980 was not so much his abilities but his promises to us that psychologically dealt with the same inner turmoils that Americans were experiencing during that time.

Meier, A. (1965). **On the role of Martin Luther King.** *New Politics, 4,* 52-59.

Martin Luther King's combination of militancy and conservatism led to his great success. King better than anyone else could articulate the desires of the Negroes both to the Negroes and to White America. This, along with King's ability to hold the center position between conservative and radical groups, made King an effective leader.

Van Gelder, L. (1984, January). **Carol Gilligan: Leader for a different kind of future.** *Ms.*, pp. 37-40, 101.

This article focuses on Carol Gilligan, *Ms.* Woman of the Year. The challenges that stand between 1984 and the year 2000, and the survival that may depend on a revolution in values, are centered on one of the leaders of this revolution—Carol Gilligan. Gilligan's work reflects implications . . . "for a rather different kind of future—one in which humanity takes its cues not from Big Brother, but from sisters, mothers, and daughters."

BOOKS

Barber, J. D. (1977). ***Presidential character: Predicting performance in the White House.*** Englewood Cliffs, NJ: Prentice Hall.

A study suggesting that discernable traits in personality of a candidate or an incumbent president forecast his conduct in office. Barber defines four tendencies or directions of behavior by which a President or aspirant to the position can be adjudged. Barber analyzes Presidents from Theodore Roosevelt to Richard Nixon, appraising each man's character, world views and style on the basis of childhood experiences and adult conduct both in office and in private life.

Burns, J. M. (1956). ***Roosevelt: The lion and the fox.*** San Diego, CA: Harcourt Brace Jovanovich.

This is a highly readable, two-volume biography (Volume Two is *Roosevelt: Soldier of Freedom*). Burns describes the 32nd President as a man of "no fixed convictions about methods and policies" whose chief tenet was "improvise."

Caro, R. (1975). ***The power broker: Robert Moses and the fall of New York.*** New York: Random House.

This book reveals singular public service, achievements, foresight and egotism of Robert Moses, and attacks the type of urban planning that Moses personified. The author contends Moses' planning was dehumanizing, insensitive toward the poor and minority groups, and more concerned with parks and parkways than people, which has paved the way for much of today's urban ills.

Caro, R. A. (1984). ***The years of Lyndon Johnson: The path to power.*** New York: Random House.

The first of a three-volume biography of Lyndon Baines Johnson, the thirty-sixth President of the United States. This volume begins with Johnson's boyhood and concludes with his defeat in his first race for the Senate in 1941. "The more one thus follows his life, the more apparent it becomes that alongside the thread of achievement running through it runs another thread, as dark as the other is bright, and as fraught with consequences for history."

Erikson, E. H. (1970). ***Gandhi's truth: On the origins of militant nonviolence.*** New York: Norton.

Erickson reveals that what has always been thought of as a relatively minor episode in Gandhi's life—the Abmedabad Mill strike of 1918 and Gandhi's first fast—was, in fact, an event of crucial importance in his rise as a natural leader and as the originator of militant nonviolence.

Freeman, D. S. (1942). ***Lee's lieutenants.*** (Vols. 1-3). New York: Scribner.

A three-volume study of the Confederate commanders who served with and under General Robert E. Lee in the Civil War. "The necessary qualities of high military command manifestly are military imagination, initiative, resourcefulness, boldness coupled with a grasp of practicality, ability to elicit the best of men, and the more personal qualities of character, endurance, courage and nervous control."

Gilbert, B. (1983). ***Westering man: The life of Joseph Walker.*** New York: Atheneum.

A history of the frontier and pioneer life of Joseph Reddeford Walker (1798-1876). Walker was characterized as exceptional for his physical prowess, intellect, talents and because of a consistent pattern of decent, principled behavior which men of great strength and self-confidence can sustain—an example of what a Frontier Hero could and should be.

Greenstein, F. (1982). ***The hidden-hand presidency: Eisenhower as leader.*** New York: Basic Books.

Analysis of Eisenhower's policies and strategies. Greenstein establishes that the president practiced "public vagueness" and "private precision." Eisenhower purposely projected the image of being a politically benign, folksy leader who reigned but did not rule, so as to publicly accent the head-of-state role of the president, thus garnering public support. Greenstein draws together the lessons that contemporary and future presidents can learn from Eisenhower's style.

Halberstam, D. (1983). ***The best and the brightest.*** New York: Penguin.

A study of the people who filled Cabinet and other high government positions in the administration of John F. Kennedy—"the best and the brightest"—and the questioning of why so many of their decisions and policies were later to be proved so wrong.

Iacocca, L., & Novak, W. (1984). ***Iacocca: An autobiography.*** New York: Bantam Books.

An account of Lee Iacocca's life in leadership from his 32 years with Ford Motor Company, to his taking over the helm of Chrysler. The book is filled with personal reflections on his experiences and views of corporate and national leadership.

Kearns, D. (1976). ***Lyndon Johnson and the American dream.*** New York: New American Library.

Kearns has taken her observations and what LBJ told her during their years together as part of the White House Fellows Program, and distilled them into an anecdotal-analytical picture of his personality and his accumulation of power. The author discusses how this power was put to use in light of the nature of political power in general and the changing character of U.S. government since the 1930s.

Lansing, A. (1976). ***Endurance.*** New York: Avon.

The account of Sir Ernest Shackleton's Imperial Trans-Antarctic Expedition of 1915. "For scientific leadership give me Scott; for swift and efficient travel, Amundsen;

but when you are in a hopeless situation, when there seems no way out, get down on your knees and pray for Shackleton."

Little, M., & Haley, A. (1965). ***The autobiography of Malcolm X.*** New York: Grove Press.
Malcolm X describes the brutalities suffered by his family and himself, but also includes an equal measure of commentary about his own degeneracy and two conversions.

Manchester, W. (1983). ***The last lion: Winston Spencer Churchill.*** Boston: Little, Brown.
Working with diaries, memoranda, government documents, the private correspondence of Churchill and others, interviews with Churchill's surviving colleagues and members of his family, the author provides a narrative re-creating the past and private life of Churchill. This is the first of a two-volume biography.

Manchester, W. (1978). ***American Caesar: Douglas MacArthur, 1880-1964.*** Boston: Little, Brown.
A biography of the General of the Army, Douglas MacArthur. "He was a great thundering paradox of a man, noble and ignoble, inspiring and outrageous, arrogant and shy, the best of men and the worst of men, the most protean, most ridiculous, and most sublime."

McFeely, W. S. (1981). ***Grant: A biography.*** New York: Norton.
A biography of Ulysses S. Grant, Union Army Commander and eighteenth President of the United States. "It is, finally, a story of the quest of an ordinary American man in the mid-nineteenth century to make his mark. Grant failed as a peacetime army officer, a farmer, a minor businessman, a store clerk—and still he wanted to be taken into account."

Morgenthau, H. J., & Hein, D. (1983). ***Essays on Lincoln's faith and politics.*** (Vol. 4). Lanham, MD: University Press of America.
Morgenthau approached Lincoln's view of ethics and religion from the vantage point of the political scientist and historian. Hein has approached the study of Lincoln's faith as a theologian and religious historian. Lincoln's religious and political ethics represented the core values in the American political tradition.

Oates, S. B. (1983). ***Let the trumpet sound: The life of Martin Luther King, Jr.*** New York: New American Library.
It is a magnificent recreation of his life—of a boy dominated by the minister father who "ruled his home like a fierce Old Testament patriarch"; of a young scholar passionately caught up in the teachings of Thoreau and Ghandi; of a man driven by his vision of racial equality. Stephen Oates portrays the forces that shaped "a very human man"—parental, cultural, spiritual and intellectual—and of the force he became at a crucial moment in American history.

Schlesinger, A. M., Jr. (1985). ***Robert Kennedy and his times.*** 2nd ed. New York: Ballantine.
Historian Schlesinger writes as an admirer and friend of Robert Kennedy in this massive biography. Granted free access to the Kennedy family papers and other

documents, the author combines a thorough review of Kennedy's public career with a more intimate record of his private life.

Scott, R. F. (1923). ***Scott's last expedition: Captain Scott's own story.*** Philadelphia: Transatlantic.

This work contains the personal journals of Captain Robert Falcon Scott on his 1910-1912 expedition to the South Pole. "Had we lived, I should have had a tale to tell of the hardihood, endurance, and courage of my companions which would have stirred the heart of every Englishman."

Terrill, R. (1980). ***Mao: A biography.*** New York: Harper & Row.

Terrill's biography of the late Chinese leader is imbued with his familiarity with and respect for Chinese culture. The author shows how Mao identified his own suppression as a boy under an unrelenting, dictatorial father with the suppression of the peasants and consequently forged strength and lessons useful in his complex future.

Williams, T. H. (1969). ***Huey Long.*** New York: Knopf.

This is the biography of a Louisiana governor and U.S. Senator and a study of southern and national politics. Williams maintains that Long in the beginning reached for power in order to do good and that "finally the means and the end became so entwined in his mind that he could not distinguish between them, could not tell whether he wanted power as a method or for its own sake." It is based on nearly 300 interviews, manuscripts, documents, newspapers, periodicals and secondary sources.

DIVERSITY AND GENDER

ARTICLES

Britton, V., & Elmore, P. B. (1979). **Developing leadership skills in women students.** *NASPA Journal, 16*(3), 10-14.

This study was designed to determine if a leadership and self-development workshop for women could change the participants' attitudes toward leadership and individual issues which are identified with the concerns of women. The workshop differed from traditional leadership training in its emphasis on self-development for women.

NEW Cann, A., & Siegfried, W. D. (1990). **Gender stereotypes and dimensions of effective leader behavior.** *Sex Roles, 23*, 413-419.

This is a report of two studies on the stereotypes of masculine and feminine behavior traits corresponding to leadership traits. Consideration is a leadership trait identified with feminine behavior, while initiating structure is identified with masculine behavior. The authors conclude that effective leaders need flexibility to draw from both feminine and masculine traits.

NEW Curcio, J., Morsink, C., & Bridges, S. (1989). **Women as leaders: Moving beyond the stage of powerlessness.** *Educational Horizons*, *67*(4), 150-155.

The authors examine historical roots of the powerless woman stereotype and current inequities in the workplace. Research on thousands of managers at the Center for Creative Leadership from 1978 to 1986 indicates that men and women score similarly on intelligence, behavior, problem solving and communication skills. The authors conclude that women can move beyond powerlessness to leadership by having credentials, gaining support and by accepting and valuing self.

Davis, K. E. (1982). **The status of Black leadership: Implications for Black followers in the 1980s.** *Journal of Applied Behavioral Science*, *18*, 309-322.

The author discusses the Black leadership movement of the 1980s. Black leadership is limited by: wide-spread presence of threats, the issues and the lack of financial support. Great strides have been made in the Black movement; however, the movement seems to be focusing on economic rights and employment opportunities.

Denmark, F. L. (1977). **Styles of leadership.** *Psychology of Women Quarterly*, *2*, 99-113.

The issue of what kinds of leaders emerge in what kinds of groups is examined. The focus of groups is on women—the kinds of women leaders that emerge, the styles of leadership utilized by women in contrast to those utilized by men and the effects these kinds of leadership have on group behavior. The reasons for the shortage of women in leadership positions are outlined.

NEW Dobbins, G. H., & Platz, S. J. (1986). **Sex differences in leadership: How real are they?** *Academy of Management Review*, *11*, 118-127.

Seventeen studies comparing male and female leaders were measured by meta-analysis. Two leadership behaviors, initiating structure and consideration, received equal ratings. Subordinate satisfaction was rated similarly for both male and female leaders. Males received a higher rating for leadership effectiveness in laboratory studies, but no gender difference was indicated in field studies. The authors proposed a moratorium on research in the areas where no gender difference was indicated.

NEW Eagly, A. H., & Johnson, B. T. (1990). **Gender and leadership style: A meta-analysis.** *Psychological Bulletin*, *108*, 233-256.

Research comparing the leadership styles of women and men is reviewed. Three hundred seventy organizational studies, laboratory experiments and assessment studies provide evidence of a presence and absence of differences between the sexes. Comparisons are measured between interpersonal vs. task styles and between democratic vs. autocratic styles. This quantitative review has established a complex set of findings and the authors recommend further scrutiny.

NEW Eagly, A. H., & Karau, S. J. (1991). **Gender and the emergence of leaders: A meta-analysis.** *Journal of Personality and Social Psychology*, *60*, 685-710.

Reviews of 75 research findings on the emergence of male and female leaders in leaderless groups are analyzed. Characteristics analyzed are date of research publication, author gender, age of subjects studied, group size, gender typing of task, social complexity of task and amount of interaction. The results indicate that males

4-8

focus on instrumental behaviors and females focus on expressive behavior. Thus, the tendency is for men to lead and for women to serve as social facilitators.

NEW Eberspacher, J., & Sisler, G. (1988). **Mentor relationships in academic administration.** *Initiatives, 51*(4), 27-32.

Two hundred fifty-nine college administrators responded to a questionnaire about mentoring. Responses of administrators in home economics (female dominated) were compared with those of the administrators in engineering (male dominated). The home economists indicated a higher occurrence of previous and present mentor relationships. As graduate students, both groups developed mentor relationships with faculty or administrators who were 17-20 years older. Mentor relationships lasted a mean of nine years, terminated by death, geographical move or graduation of apprentice.

Ernst, R. J. (1982). **Women in higher education leadership positions—It doesn't happen by accident.** *Journal of the College and University Personnel Association, 33*(2), 19-22.

Most leadership roles in education are filled by men. The author gives suggestions to women to improve their chances of becoming an educational leader as well as explains how institutions would benefit by having more women on staff.

NEW Gale, L. L. (1988). **Gender and leadership: The implications of small group research.** *Initiatives, 51*(4), 19-26.

Gale reviews research on gender characteristics and leader emergence in small groups to determine why educational leadership is male-dominated. Stereotypic assumptions regarding perceptions and behaviors influence leader emergence. Initiating verbal acts, activity rates and task proficiency are masculine behaviors and perceptions which result in leadership emergence. Gale suggests the implications of research for women seeking administrative positions.

Hollander, E. P., & Yoder, J. (1980). **Some issues in comparing women and men as leaders.** *Basic and Applied Social Psychology, 1*, 267-280.

Reactions of followers to both male and female leaders were studied. Factors such as the nature of the group task and attitudes of both leaders and followers toward the sexes contributed to the reactions noted. Leadership role, style and situational characteristics all influence leader behavior. Further studies are needed to examine the behavior of women and men in groups.

NEW Jules, F. (1988). **Native Indian leadership.** *Canadian Journal of Native Education, 15*(3), 3-23.

Jules examines the relevant features of leadership in Native Indian context. A review of the literature and interviews with three Indian leaders reveal dissatisfaction with the quality of education for Indian children. Jules applies a model of Native Indian leadership to educational administration. Native Indian groups have linguistic and geographic differences, yet common values and spiritual identity. Knowledge of Indian culture, group decision making, respect for Elders, wisdom, integrity and humility are essential for educational leadership in a Native Indian context.

NEW Komives, S. R. (1991). **Gender differences in the relationship of hall directors' transformational and transactional leadership and achieving styles.** *Journal of College Student Development, 32,* 155-165.

A seven campus study of hall directors (supervisors) and resident assistants (subordinates) revealed significant gender differences in self-perceptions of leadership and achieving styles. Seventy-four hall directors and 602 resident assistants responded to parallel 70-item questionnaires. Transformational traits measured were charisma, individual consideration, intellectual stimulation and inspiration. Transactional traits measured were contingent rewards and management by exception.

NEW Nance, E. E. (1989). **The black community and the leadership dilemma.** *Community Education Journal, 16*(4), 10-11.

In the 1960s and 1970s, black leadership was focused on civil rights. As a result, the gap between black and white income levels narrowed, education levels increased and blacks succeeded in elective politics. In the late 1980s, these trends reversed. Nance recommends a strategy shift toward internal reconstruction of the black community. Empowering many leaders would unite the complex structure and create a large vision for urban design. Three hundred or more persons together would select key issues, develop goals and implement physical and social strategic plans.

NEW Noe, R. A. (1988). **Women and mentoring: A review and research agenda.** *Academy of Management Review, 13,* 65-78.

Mentors provide sponsorship, exposure, counseling and role clarity. They help protégés develop career plans and increase the probability of success. Women have difficulty establishing mentor relationships due to late entry into the workforce, frequent career interruptions and the small number of women mentors available in executive positions. Noe suggests future research topics: cross-gender mentors, formal mentoring relationships assigned by organizations, access to information networks, tokenism, power-bases and the sexual perceptions of cross-gender mentoring.

Radin, B. A. (1980). **Leadership training for women in state and local government.** *Public Personnel Management, 9,* 52-60.

Fifty-five women in public administration responded to a survey and/or interviews to identify skills that would help their upward mobility and job effectiveness, detail on-the-job problems, describe training opportunities available to them and describe the ideal training/development program.

Reed, B. G. (1983). **Women leaders in small groups: Social-psychological perspectives and strategies.** *Social Work with Groups, 6*(3-4), 35-42.

Reviews research and theories concerning female leaders of small groups and identifies ways that female leaders can minimize negative reactions to their leadership and take advantage of opportunities to promote growth, learning and new knowledge. Research shows that the gender of a group's leader clearly affects the group and that male and female group leaders behave similarly, but females are often perceived and reacted to differently (usually more negatively).

NEW Rosener, J. (1990). **Ways women lead.** *Harvard Business Review*, *68*(6), 119-125.

Rosener conducted a survey of International Women's Forum members and organizational male counterparts. Respondents were asked questions about their leadership styles, their organizations, work-family issues and personal characteristics. Survey results indicated that women in leadership positions earn the same amount of money as male counterparts. Women tend to use a transformational leadership style and men tend to use a transactional style. Women tend to use personal power based on charisma, work record and contacts. Men tend to use structural power based on organizational position, title and the ability to reward and punish.

NEW Santellanes, D. (1989). **Leadership in the Hispanic community: The importance of context.** *Community Education Journal*, *16*(4), 12-13.

Community educators succeed in direct relation to their training. This article suggests a new training design for Hispanic community educators, which is sensitive to social, economic and cultural factors. Conceptual skills would familiarize educators with Hispanic values, cultural mores and extended family support system. Technical skills would include unobtrusive needs assessments. Human skills would stress the importance of verbal communication, particularly listening.

NEW Singer, M. (1990). **Cognitive correlates of adolescents' aspirations to leadership: A developmental study.** *Journal of Adolescence*, *13*, 143-155.

This study of 52 fourteen-year-old and 78 seventeen-year-old high school students measures age and gender differences in leadership aspirations. The subjects completed a questionnaire measuring overall leadership aspirations, 13 valence-instrumentality expectancies for 13 leadership outcomes, self-efficacy perceptions and attributions of effective leadership. The results indicated significant gender differences in valence scores and significant age differences in self-efficacy and attribution measures.

Smith, J. E. (1987, Summer). **INROADS: Preparing minorities for corporate America.** *Journal of College Admissions*, *116*, 26-31.

Describes the INROADS program which was set up to develop talented minority students in the ways of business and industry and to prepare them for leadership roles in the corporate world and in their communities. The article discusses various levels of the program: pre-college, college and alumni, and includes an evaluation of the program by alumni.

Stupak, R. J., Sargent, A. G., & Stupak, V. C. (1987). **The androgynous manager.** *New Management*, *4*(4), 15-18.

The authors cite five events that have challenged and created new attitudes in business: booming service economy; more women in the work force; need for new forms of leadership; concept of organization families; and new attitudes in management as expressed in Tom Peters' *In Search of Excellence*. Feminine characteristics (concern for relationships, paying attention to nonverbal behavior, mediating skills) give rise to the authors' concept of the androgynous manager.

Von Glinow, M. A., & Mercer, A. K. (1988). **Women in corporate America: A caste of thousands.** *New Management*, *6*(1), 36-41.

In terms of median school years completed, men and women reached parity in 1985. More women have entered professional fields in business, law and medicine than ever before. Yet, despite educational and vocational achievements, their earnings have not kept pace with men. The authors compare the Fortune 500 (1986) study with the Jane Trahey (1976) study (Women and Power), and discover the percentages of women on boards of directors and officership have not significantly changed in the last decade. The article raises questions regarding how women are perceived by management and identifies issues relevant to both women and management.

BOOKS

Adams, J., & Yoder, J. D. (1985). ***Effective leadership for women and men.*** Norwood, NJ: Ablex.

Adams and Yoder provide information they hope will help the military and other organizations to better utilize leadership talents of women. They provide a review of leadership theories and then discuss findings from "Project Athena," a comparative study of male and female leaders at West Point.

NEW Astin, H. S., & Leland, C. (1991). ***Women of influence, women of vision: A cross-generational study of leaders and social change.*** San Francisco: Jossey-Bass.

Astin and Leland profile 77 women in education who provided leadership in the modern women's movement of the 1960s through the 1980s. This book documents key experiences, formative influences, role models, perspectives and accomplishments of the women who initiated and sustained a major social movement. The intent of this book is to provide a conceptual model for future studies of leadership and social change. Practical strategies are offered for emerging leaders to overcome discouragement, avoid burnout and find time for personal lives.

NEW Barber, J. D., & Kellerman, B. (Eds.). (1986). ***Women leaders in American politics.*** Englewood Cliffs, NJ: Prentice Hall.

This book illustrates the roots and contemporary emergence of women from outsiders to insiders in the political system. Examples of women who led themselves and others to influence and achievement are cited through key passages of their own writings and essays of political context. Abigail Adams, Harriet Beecher Stowe, Margaret Chase Smith, Eleanor Roosevelt, Sandra Day O'Connor and Elizabeth Dole are among the women featured.

NEW ***Women in corporate management: Results of a Catalyst survey.*** (1990). New York: Catalyst.

This report contains highlights of a 1989-1990 survey of CEOs and human resource directors of Fortune 500 and Service 500 companies. It examines the current status of women in the pipeline to senior management positions, qualities that women need to succeed and existing corporate programs to recruit, retain, develop and advance women. The concept of a glass ceiling is demystified by identifying barriers, such as stereotyping, lack of line experience and lack of career planning. Actions suggested to break barriers include training and development, line experience and senior management support.

NEW Cohen, S. S. (1989). ***Tender power: A revolutionary approach to work and intimacy.*** Reading, MA: Addison-Wesley Publishing.

Tender is defined as nurturing, empowering others and sharing responsibility for family. Power is defined as intellectual and economic freedom, clout to lead, make money, make decisions, change the world and rouse the government. A "true woman" combines tender and power to fuse nurturing with advancement. She is committed to work and home without being enslaved by either. Tender power is empathy, taking control of life, rejoicing in positive differences, personal growth and is not imitating men. Cohen interviews corporate and entrepreneurial women who successfully exercise tender power.

NEW Fawcette Center for Tomorrow (1990). ***Summary proceedings: The fifth biennial W. Arthur Cullman Symposium: Women in leadership: Dawn of a new decade.*** Columbus, OH: Fawcette Center for Tomorrow.

The W. Arthur Cullman Biennial Symposium was created in 1980 to interface academia with the business world. In 1990, the focus of this symposium was on women in leadership. Men and women speakers representing education, law, insurance, non-profit organizations, banking and communications discussed the road less traveled, dual career couples and styles of leadership. Estee Lauder was recognized for her achievements in the cosmetic industry and her commitment to education.

Forisha, B. L., & Goldman, B. H. (1981). ***Outsiders on the inside: Women and organizations.*** Englewood Cliffs, NJ: Prentice Hall, Inc.

In this collection of essays, the unique and complex aspects of women in the workplace are viewed from a sociological and psychological perspective. The text is organized according to four thematic sections: "The setting: Are women different from men"; "Reflections of power: utilizing the difference"; "Search for support: Surviving in the workplace"; and, "Integrating work and love: Women, work and relationships." Barbara Goldman, Rosabeth Moss Kanter, Helen Graves, Mary Rowe and Marilynn Rosenthal are among the book's contributors.

NEW Helgesen, S. (1990). ***The female advantage: Women's ways of leadership.*** New York: Doubleday/Currency.

This book is not about what women can learn from business, but what business can learn from women. Contemporary organizations are eliminating pyramids and trimming bureaucratic structures at the same time that women are increasingly pressed into the work force for economic reasons. Women constitute 45 percent of the total work force. Eighty percent of female college graduates work. One third of all new businesses are started by women. Helgesen reports on her diary studies of female executives in four organizations: Girl Scouts of U.S.A., Western Industrial Contractors, Ford Motor Co. and Brunson Communications.

Hoferek, M. J. (1986). ***Going forth: Woman's leadership issues for women in higher education & physical education.*** Princeton, NJ: Princeton Bk. Co.

The concern of this work is the issue of women and their potential for effective leadership, especially in the field of higher education. The author attempts to provide workable strategies to reach their potential within college communities. Hoferek seeks to answer important questions of the leadership process for women: "How do social and cultural expectations shape the roles that women take in academia?" "How can women leap over the obstacles and hurdles into the realms of academic leadership?" Within this brief study the author has compiled convincing data and research to help women chart successful career paths toward rewarding positions of leadership in their chosen fields of higher education.

Jensen, M. (1987). ***Women who want to be boss.*** Garden City, NY: Doubleday and Co.

The author explores the traits of women who have attained success as executives. The unwritten rules of moving up in the organization are well defined. The important skill of developing allies and promoters on the job is also emphasized. Helpful ways to develop a management style which is genuine yet convincing are offered in the profiles of the women interviewed. Issues that drive successful managers are adapted to the unique approach women may find they bring to handling their power and position in business situations. Most of the information presented is distilled through interviews with women working at various levels of management, from the entry-level manager to company president.

Josefowitz, N. (1980). ***Paths to power: A woman's guide from first job to top executive.*** Addison-Wesley.

A self-help guide for women managers that provides a multitude of practical suggestions on how to get ahead in the male-dominated business world. Josefowitz offers a variety of personal insights on how women can help themselves and other members of their sex at various stages of the career cycle.

Kanter, R. M. (1977). ***Men and women of the corporation.*** New York: Basic Books.

Through a detailed tour of a firm called "Industrial Supply Corporation," Kanter demonstrates how the careers and self-images of the managers, professionals and executives, and also those of the secretaries, wives of managers, and the women looking for a way up, are determined by the distribution and exercise of power. Her theory of the effects of power and powerlessness within corporate structures explains why people behave as they do at work.

King, M. L., Jr. (1964). ***Why we can't wait.*** New York: Harper & Row.

An inside account of the non-violent movement for civil rights which achieved its greatest victory to date with the Negro demonstration in Birmingham in the summer of 1963. Rejecting both planned gradualism and unplanned spontaneity, King here reveals himself as a master-strategist in conducting civil rights demonstrations.

Kokopeli, B., & Lakey, G. (1978). ***Leadership for change: Toward a feminist model.*** Philadelphia: New Society.

This small book (32 pages) talks about the differences between developing leaders and developing leadership. Starting with the perspective that most leadership has been "patriarchal" with the final responsibility vested in one person, the authors develop the thesis that a different kind of leadership is both possible and desirable. This new mode is called shared leadership, and the emphasis is on distributing the function of leadership throughout the group, rather than relying on a single person as leader.

Included are a model of shared leadership and a brief chapter on tactics for achieving shared leadership.

Leavitt, J. (1988). ***Women in administration: An information sourcebook.*** Phoenix, AZ: Oryx Press.

This expanded annotated bibliography covers the field. The author has arranged this listing into topics which span the broad range of concerns for women in leadership. Among the topics included are: Progress and Status of Women in Management; Mentors and Networking; Management Training for Women; Profiles of Women Managers; Career & Family; Women Bosses; Women as Directors; Obstacles; Comparisons of Men and Women Managers; Women Managers in Various Fields; Women Business Owners; and Women Entrepreneurs. An author, title and subject index provide access to the sources listed. Additional sources of information listed include associations and directories.

NEW LeVeness, F. P., & Sweeney, J. P. (Eds.). (1987). ***Women leaders in contemporary U. S. politics.*** Boulder, CO: Lynne Rienner.

Based on personal interviews, this book is a collection of biographical sketches of nine women who have achieved success in politics. It focuses on their career paths, their unique areas of involvement and their positions on women's issues. Shared character traits are identified as supportive families, strong values, religious upbringing and educational achievements. Among the women studied are Shirley Chisolm, Dianne Feinstein, Geraldine Ferraro and Sandra Day O'Connor.

Lipman-Blumen, J. (1984). ***Gender roles and power.*** Englewood Cliffs, NJ: Prentice Hall.

Lipman-Blumen, well known for her research on women, is especially concerned in her book with the etiology of gender differences. The early part of the book examines how ideologies maintain gender inequality, while the latter portion evaluates women's progress from the perspective of our social institutions. A section is devoted to the gender ideologies of ancient civilizations as reflected in mythological and biblical transmissions.

NEW Loden, M. (1985). ***Feminine leadership: Or how to succeed in business without being one of the boys.*** New York: Times Books.

The concept of feminine leadership is based on experiences and frustrations of hundreds of thousands of women managers. Use of power, managing work relationships, problem solving, conflict management, motivation of employees, goal-setting, decision making and teamwork are identifed as key managerial functions. Traditional masculine style is exhibited by control, competition, assertive behavior and strategic thinking. Natural feminine skills are exhibited by intuitive problem-solving, empathetic relationships, teamwork and concern for quality. Loden suggests that masculine and feminine leadership styles complement each other.

NEW Melia, J. (1986). ***Breaking into the boardroom: When talent and hard work aren't enough.*** New York: G. P. Putnam's Sons.

Women may outproduce men in quantity and quality of work, yet be overlooked for recognition, promotion and compensation. Melia contends that women need to understand men's values, perceptions, team play and political skills to succeed in business. Communication, confrontation, loyalty, bartering and risk are perceived differently by each sex. Melia recommends that women maintain feminine values, but communicate in the traditionally masculine code.

Morrison, A., White, R. P., Van Velsor, E., & the Center for Creative Leadership (1987). ***Breaking the glass ceiling: Can women reach the top of America's largest corporations?*** Reading, MA: Addison-Wesley.

Although women run many smaller companies in America, the top of the largest companies is different. These women run into the glass ceiling, a transparent barrier at the highest level, that only a handful have been able to break. Based on a three-year study of women executives in America's largest manufacturing and service companies, this book examines the factors that determine success or derailment in the corporate environment.

Morrison, M. K. C. (1987). ***Black political mobilization, leadership power and mass behavior.*** Albany, NY: State University of New York Press.

The term "Black political mobilization" describes the political victories of Black Americans in the South. The author returned to Mississippi to examine the many advances in Black electoral involvement in the years after the passage of the Voting Rights Act of 1965. The book focuses on three rural Mississippi towns. The towns are agriculture-based and poor, with populations around 2000 and significant Afro-American voting majorities. Influenced by the civil rights era of the '60s, they have elected Black mayors since the early '70s. An excellent example of minority electoral politics, this region has become a rich environment for a new class of Black leaders.

Powell, G. N. (1988). ***Women & men in management.*** Newbury, CA: Sage.

This is an examination of the transition in male/female work relationships. Chapter 1 gives an historical perspective on the economic roles of men and women. Chapter 2 studies the individual differences in the behavior of men and women at work and what may be the origins of these differences. Chapter 3 investigates how individuals and organizations establish employment relationships. Chapters 4 and 5 look at the effects of gender stereotypes on male and female work relationships, including the manager-subordinate relationship. Final chapters deal with the career paths typically chosen by men and women, and the issue of equal opportunity for women.

NEW Rizzo, A., & Mendez, C. (1990). ***The integration of women in the workplace: A guide for human resources and management development specialists.*** New York: Quorum Books.

Do gender-based differences exist in the workplace? Rizzo and Mendez examine how stereotypes have historically caused the under-utilization and devaluation of women in the workplace. Case studies present a new perspective of women emerging as a rapidly-growing segment of the professional and managerial population. This practical handbook offers strategies for human resource and management development specialists to find, hire and keep talented women. Workshops, tools and strategies outline a model for organizational integration.

NEW Russell Reynolds Associates (1990). ***Men, women, and leadership: In the American corporation.*** New York: Russell Reynolds Associates.

One hundred sixty-four men and women executives of Fortune 500 companies participated in a study of leader and manager attributes. To assess leader/manager orientation, the *Burke Leadership Questionnaire* was imbedded in the survey along with questions regarding demographics, corporate culture and access to advancement opportunities. Contrary to expectations, the study revealed that women in both line and staff positions were more likely to be leader-style executives than their male counterparts.

NEW Van Velsor, E., & Hughes, M. W. (1990). ***Gender differences in the development of managers: How women managers learn from experience.*** Greensboro, NC: Center for Creative Leadership.

Based on studies of 189 men and 78 women managers, this report investigates gender differences in experiential learning. Experiences are categorized into 16 key events, such as assignments, hardships and dealing with people. From these events, 33 lessons are identified. Compared to men, women more frequently reported learning about their own personal limits and how to recognize and seize opportunities. Men more frequently reported learning technical skills and shouldering responsibility. Men reported more experience with turn-around and start-up assignments.

Vega, J. E. (1987). ***Hispanic leadership training project: Final report.*** Trenton, NJ: New Jersey State Dept. of Higher Education. (ERIC Document Reproduction Service No. ED 298841)

The Hispanic Leadership Fellows Program was a 3-year program supported by the Fund for the Improvement of Postsecondary Education, which sought to identify Hispanic college faculty and professionals who demonstrated the desire and potential to move into middle and top administrative positions in higher education. This article gives a thorough review of the program and also includes: the program handbook; a profile of Hispanic leadership fellows 1983-86, and Leadership Fellows Directory for 1983-84, 1984-85 and 1985-86.

Welch, M. (1980). ***Networking: The great new way for women to get ahead.*** Harcourt Brace Jovanovich.

The author describes a way for ambitious women to develop their own networks on a local or national scale.

ORGANIZATIONS

ARTICLES

Bryson, J., & Kelley, G. (1978). **A political perspective on leadership emergence, stability, and change in organizational networks.** *Academy of Management Review*, *3*, 713-723.

A political approach to leadership in organizational networks is presented. From a review primarily of the political science and public administration literatures, a theoretical perspective is developed suggesting individual, procedural, structural and environmental variables affecting leadership emergence, stability and change. A list of hypotheses describes much of the political dynamics of organizational leadership.

NEW Dreilinger, C., McElheny, R., Robinson, B., & Rice, D. (1982). **Beyond the myth of leadership-style training: Planned organizational change.** *Training and Development Journal, 36*(10), 70-74.

Assessment studies at the U. S. Department of Agriculture and the U. S. Commercial Service indicate that "organizational practices have a more profound impact on employee productivity than does any other factor." The authors suggest that a comprehensive organizational, managerial and technical/professional needs assessment of skills and knowledge would imply that leadership-style training is a small portion of the skill-training necessary for high productivity.

Kanter, R. M. (1982). **Dilemmas of managing participation.** *Organizational Dynamics, 10*(2), 5-27.

Kanter discusses six sets of dilemmas that must be resolved to ensure that participating teams work effectively for the organization: dilemmas around initiation, structure, issue, choice, teamwork links between teams and their environment, and evaluation/continuation.

Lantis, M. (1987). **Two important roles in organizations and communities.** *Human Organization*, *46*, 189-199.

The author discusses the anthropologist's role in providing research in the area of the relation between leader and follower. The author argues that the literature has come primarily from social psychology, applied psychology and political science. She feels the anthropologist can make an important contribution in this area and that the time has come for anthropologists "to delve further into this subject." She identifies the usefulness of this research as it relates to contemporary organizations and community programs.

Lippitt, G. (1983). **Leadership: A performing art in a complex society.** *Training and Development Journal, 37*(3), 72.

A brief article dealing with complexities for the modern leader. The author contends that different leaders and different kinds of leadership may be needed periodically throughout an organization's lifespan. He chooses four methods that can be applied in directing activities of humans: force, paternalism, bargaining and mutual means.

Manz, C. C. (1986). **Self-leadership: Toward an expanded theory of self-influence processes in organizations.** *Academy of Management Review, 11*, 585-600.

Manz offers the premise that the central control mechanisms within organizations are self-control systems. He outlines strategies commonly used by individuals to manage both boring tasks and intrinsically satisfying tasks. Strategies for self-leadership practice are given.

Mueller, R. K. (1980). **Leading-edge leadership.** *Human Systems Management, 1*, 17-27.

With society changing at such a fast pace, leaders must be able to adapt quickly to new-form situations. Attributes of freer-form organizations are discussed. A triple framework (TISC, LRSQ & PISQ) is suggested for maintaining organizational management and providing guidance for leaders of the future.

4.35

NEW Senge, P. M. (1990). **The leader's new work: Building learning organizations.** *Sloan Management Review*, *32*(1), 7-23.

Adaptive learning is about coping and generative learning is about creating. Leadership in learning organizations encourages generative learning. Leaders build shared vision, challenge prevailing mental modes and foster systemic thinking. Managers can practice these skills in a learning laboratory or "microworld." Meaningful business issues and interpersonal dynamics are combined in system dynamics simulation games that compress time and space.

Smircich, L., & Morgan, G. (1982). **Leadership: The management of meaning.** *Journal of Applied Behavioral Science*, *18*, 257-273.

The basis of this paper focuses on understanding the phenomenon of leadership, not to improve the practice of leadership but as a means of understanding the phenomenon of organization. The authors' approach is to analyze leadership as a distinctive kind of social practice, present a case study of leadership in an organizational context and analyze its consequences.

Thomas, A. B. (1988). **Does leadership make a difference to organizational performance?** *Administrative Science Quarterly*, *33*, 388-400.

With this article it is the author's aim to "resolve the leadership performance issue." Through a review of the main methodological criticisms directed at Liberson & O'Connor's (1972) major study on leadership and organizational performance, Thomas argues that "their implications for leadership performance issues have largely been misstated and some criticisms are unfounded." Further he asserts, "contrary to general opinion Liberson and O'Connor's study provides definite support for the individualist view of leadership," and that "its findings are wholly consistent with those of later studies that appear to have fielded opposite results."

BOOKS

Berkley, G. E. (1971). ***The administrative revolution: Notes on the passing of organizational man.*** Englewood Cliffs, NJ: Prentice Hall.

The emphasis of this book is on social and organizational change. Berkley feels that the "system" is adjusting to new situations and new values reasonably well. Organizations and bureaucracies, public and private, here and abroad, "are finding themselves more and more in step with the social forces of their time and are becoming more and more disposed to making their procedures and goals consistent with those of the community in which they exist."

Blau, P. M. (1964). ***Exchange and power in social life.*** New York: Wiley.

Blau presents an argument which analyzes the social processes that govern the relations between individuals and groups and their importance for understanding the complex social structures of modern communities and societies. The author attempts to link the study of small groups and broad theories of society by deriving the social processes found in complex structures from simpler processes in small groups and interpersonal relationships.

NEW Bolman, L. G., & Deal, T. E. (1991). ***Reframing organizations: Artistry, choice and leadership.*** San Francisco: Jossey-Bass.

The authors of *Modern Approaches to Understanding and Managing Organizations* (1984) have written a new book teaching "enriched" managerial thinking. From the large and complex body of research and theory on management and leadership, they present a simple outline of reframing. Using multiple lenses (structural, human resource, political and symbolic), a manager can see new possibilities. Examples are drawn from various countries and cultures.

Carroll, S. J., & Tosi, H. L. (1977). ***Organizational behavior.*** Chicago: St. Clair Press.

This book is about the human problems of management. It focuses on people and organizations, and the many ways these interact to result in varying levels of organizational effectiveness. It is a prescriptive in that it suggests what the authors think is the best way to manage different kinds of people in different kinds of organizations.

Connor, P. E., & Lake, L. K. (1988). ***Managing organizational change.*** New York: Praeger.

The authors have written this book to help us understand change management. Throughout its ten chapters, the results of extensive research are presented. The book describes how organizational change, though destabilizing and somewhat scary, can be managed with positive outcome. The first chapters discuss how the need for change is usually recognized by foresight of events, or by reaction to surprises. Later chapters illustrate how to proceed with organizational change and how to navigate change effectively. The final chapters discuss the ethical issues involved in organizational change. A selected bibliography, list of tables, figures and questionnaires, plus an index to the text are included.

Dimock, H. G. (1986). ***Groups: leadership & group development.*** San Diego, CA: University Associates.

An in-depth analysis of groups, and how and why they function as they do. It is a resource guide to: evaluating what's happening in a group; understanding the dynamics at work; assessing the weaknesses and strengths of alternative actions; increasing effectiveness of groups and providing more growth and satisfaction for individual group members.

Frost, P. J., Mitchell, V. F., & Nord, W. R. (1986). ***Organizational reality—reports from the firing line.*** 3rd ed. Glenview, IL: Scott, Foresman.

An anthology of articles on current management and the picture of many aspects of what people perceive to be the reality of organizations: staffing, making it, images, being different, alignments and realignments, compulsion to perform, control and resistance, humor, hazards, courage, leadership, rises and falls, and organizational effectiveness.

Guest, R. H., Hersey, P., & Blanchard, K. (1986). ***Organizational change through effective leadership.*** 2nd ed. Englewood Cliffs, NJ: Prentice Hall.

This book deals with how managers cope with the inevitable barrage of changes that confront them daily in attempting to keep their organizations viable and current.

Using a real life plant as a case study, this book follows the plant from disintegration through rebuilding.

Hellriegel, D., & Slocum, J. W., Jr. (1979). ***Organizational behavior.*** St. Paul, MN: West Publishing.

An in-depth examination of organizational behavior should be required by all who teach or facilitate leadership development. This book provides a solid base from which the understanding of organization can arise. A good resource book for staff, yet the lengthy nature of the book limits its use beyond that group.

Hersey, P., & Blanchard, K. H. (1988). ***Management of organizational behavior: Utilizing human resources.*** 5th ed. Englewood Cliffs, NJ: Prentice Hall.

A highly readable book about organizational behavior that provides a thorough study of the applied behavioral sciences. This fifth edition builds on the situational leadership thrust of earlier editions, and integrates this with concepts from "One-Minute Managing." The authors seek to help managers cultivate effective organizations by helping them understand why people act as they do, by improving their accuracy in understanding, analyzing and improving their own and other's behavior, and by making use of their ideas in social, family and work environments.

Kanter, R. M. (1983). ***The change masters: Innovation for productivity in the American corporation.*** New York: Simon & Schuster.

A thorough and scholarly, but readable, book on the way organizational cultures affect innovation.

Kolb, D. A., Rubin, I. M., & McIntyre, J. M. (1984). ***Organizational psychology: An experiential approach to organizational behavior.*** 4th ed. Englewood Cliffs, NJ: Prentice Hall.

This book is intended as a source of primary material in organizational psychology for the student of management at all three levels—undergraduate, graduate and in-service. A representative collection of the works of those who have contributed to our understanding of human behavior in groups and organizations, the book tries to portray a balanced view of the field of organizational psychology, including basic ideas and concepts, new approaches and emerging perspectives.

Kraus, W. A. (1980). ***Collaboration in organizations: Alternatives to hierarchy.*** New York: Human Sciences.

Kraus advances a series of normative arguments for transforming our organizational structures from competitive/hierarchical bureaucracies into cooperative/horizontal types.

Mitchell, T. R. (1982). ***People in organizations: An introduction to organizational behavior.*** New York: McGraw-Hill.

This book focuses mainly on the individual and group levels of analysis, and frequently and consistently reminds the reader of the impact of environment on behavior. The author states that he intends to provide a survey of the field of organizational behavior that reflects current research and that does so in a highly readable fashion.

Natemeyer, W. E. (1978). ***Classics of organizational behavior.*** Oak Park, IL: Moore.

As stated in the title, this volume is a classic. From Maslow on motivation to Hersey and Blanchard on the life-cycle theory, this book is a foundational presentation of organizational behavior. The 32 individual essays/articles are some of those we see over and over again. It is nice to have them all in one volume.

Ott, J. S. (1989). ***The organizational culture perspective.*** Chicago, IL: The Dorsey Press.

This is a careful examination of the procedural difficulties and concerns in defining an organizational culture. Ott pinpoints where the organizational culture viewpoint fits into organization theory, and why it differs from the other aspects of human organization. He also provides a description of the uses, procedures, concepts, language and theories of organizational culture. An historical analysis on the growth of organizational culture perspective is combined with viewpoints drawn from cultural anthropology, sociology and ethno-archeology. In addition to an extensive bibliography, charts, tables and a subject index are included with the text.

Owen, H. (1987). ***Spirit: Transformation and development in organizations.*** Potomac, MD: Abbott Publishing.

This is a book about "Spirit," and how it changes and develops in organizations. Chapters 1-6 lay the groundwork for Harrison's thesis that spirit plays as important a role within an organization as leadership. Chapter 7 describes the need for someone to be the facilitator to the process of infusing the organization with spirit. Chapters 8-10 build the theory and practice of organizational spirit upon concrete findings extracted from three case studies: The Internal Revenue Service, The Eastern Virginia Medical Authority, and The Norfolk, Virginia Water Management Authority.

Ritti, R. R., & Funkhouser, G. R. (1987). ***The ropes to skip & the ropes to know: The inner life of an organization.*** 3rd ed. New York: John Wiley & Sons.

How an individual operates and fulfills his/her role within an organization is the topic. From subordinate, to manager, to executive, the authors use characterizations to illustrate how each of us learn "the ropes," or the internal protocol of an organization. This protocol is not found written in the staff procedures manual, or listed within the history of the company. The ways of survival and success in any organization are discovered in the ability to read the invisible definitions to which it subscribes. Each company, or business, or office has its own rituals. These rituals make each business distinctive. The authors invite responses and criticisms. Additional suggested readings follow the text.

Robbins, S. P. (1979). ***Organizational behavior.*** Englewood Cliffs, NJ: Prentice Hall.

Organizational behavior is dissected into the individual, the group and the organization in this book. Values, personality, perception, communication and dynamics are but a few of the pertinent chapter titles. A strong resource for staff, this book provides easy-to-find information on all organizational behavior subjects.

Roy, R. H. (1977). ***The cultures of management.*** Baltimore, MD: Johns Hopkins University.

A study of management cultures in four principal areas: organization, technology, quantitative methods and behavior. It is based on the author's lifetime of experience as educator, business executive, labor arbitrator and consultant. A book full of practical wisdom on the top-management job, replete with aphorisms and good chapter summaries.

Schein, E. (1985). ***Organizational culture and leadership.*** San Francisco: Jossey-Bass Publishers.

The purpose of this book is to clarify the concept of organizational culture and to show how the problems of organizational leadership and organizational culture are intertwined. Organizational culture can aid or hinder organizational effectiveness, and leadership is the fundamental process by which organizational cultures are formed and change is explored.

NEW Senge, P. M. (1990). ***The fifth discipline: The art and practice of the learning organization.*** New York: Doubleday Currency.

Successful organizations tap people's commitment and capacity to learn at all levels. Senge teaches the theory and techniques of team learning. A team using interactive dialogue can achieve greater results than any one individual effort. At the same time, each individual on the team learns and grows beyond his ability to do so alone. Senge also teaches the theory and technique of systems thinking, and the ability to see a vision and to implement the forces necessary to get there. A learning organization fosters reciprocal commitment between individual and organization.

Smith, P. B., & Peterson, M. F. (1988). ***Leadership, organizations, and culture: An event management model.*** London: Sage Publication Ltd.

The authors have designed their own research model to show that being able to read the culture of an organization is central in all types of leadership functions. With the expansion of multinational corporations, this ability has become increasingly crucial to corporate survival. Chapters 1-4 focus on an historical analysis of leadership research, beginning with studies in the 1940s, up to contemporary research. Chapters 5-7 present the author's research model. Chapters 8-10 develop this model further by discussing its 3-tiered perspective. The final chapter contrasts the authors' model with five other models analyzed in the book. A thorough bibliography, plus an index, follow the text.

NEW Srivastva, S., Cooperrider, D. L., & Associates. (1990). ***Appreciative management and leadership: The power of positive thought and action in organizations.*** San Franciso: Jossey-Bass.

This book is the result of a 1988 symposium of organizational behavior scholars and doctoral students at Case Western Reserve University. Fourteen essays explore new perspectives on the appreciation of diversity, creativity, cooperation and values within individuals and organizations. The authors suggest that appreciative management will create shared responsibility, opportunity for growth, and a new sense of purpose to meet the challenges of our changing society.

Tannenbaum, R., Weschler, I. R., & Massarik, F. (1961). ***Leadership and organization: A behavioral science approach.*** New York: McGraw-Hill. (Reissued by Garland Publishing, New York, in 1987)

This book represents a selected collection of the writings of members of the Human Relations Research Group of the Institute of Industrial Relations at UCLA.

The writings are followed by independent distinguished experts in management theory, group psychotherapy and psychology, and sociology.

NEW Tjosvold, D. (1986). ***Working together to get things done: Managing for organizational productivity.*** Lexington, MA: Lexington Books.

Cooperation, coordination and group effectiveness are key to organizational success. Tjosvold offers ideas, strategies and procedures to reduce conflict and improve productivity through collaboration. Bridging the gap between research and practice, this book's approach encompasses leadership, power, conflict and participative management. It summarizes research theories, discusses practical applications, suggests plans of action and illustrates effective teamwork with examples from successful companies.

NEW Vogt, J. F., & Murrell, K. L. (1990). ***Empowerment in organizations: How to spark exceptional performance.*** San Diego: University Associates.

Empowerment liberates, not controls people. Whether self-initiated or initiated by management, empowerment enables employees to control their own commitment and contribution to an organization. This automatically enlarges the power of that organization. Vogt and Murrell offer a framework for understanding empowerment and practical advice necessary to apply it. Included are three management style surveys: organizational culture, subordinates' perceptions and managers' perceptions.

Weisbord, M. R. (1987). ***Productive workplaces: Organizing and managing for dignity, meaning and community.*** San Francisco, CA: Jossey-Bass.

In this excellent work the author offers fresh thinking and new approaches to making businesses and organizations more effective, satisfying and rewarding environments for employees. Weisbord revisits the histories and theories of organizational development, with his new interpretations. In later chapters he examines the application of these theories through case study profiles. Finally he presents new applied theories, thoroughly documenting their operation. His intention is to move beyond the intellectual developments of current organizational theory toward developing new humanistic solutions to real organizational problems.

Yates, D. (1985). ***Politics of management.*** San Francisco, CA: Jossey-Bass.

Yates proposes a model of organizational management based on political process, to include bureaucratic politics and conflict management. He presents the distinctions between public and private management, but covers the commonalities as well. He has much to say to those who see management as a scientific methodology.

Yukl, G. A. (1989). ***Leadership in organizations.*** 2nd ed. Englewood Cliffs, NJ: Prentice Hall.

The focus of this text is on managerial leadership in organizations. The book presents a broad survey of theory and research on leadership in formal organizations, as reflected in the following chapter titles: The nature of leadership; Sources of power and influence; Power, influence tactics, and leadership effectiveness; Nature of managerial work; Effective leadership behavior; Managerial traits and skills; etc. The book is designed for managers, administrators and could also be used as a text for undergraduate and graduate courses in leadership or managerial effectiveness.

TEAMS AND GROUPS

ARTICLES

Carew, D. K., Parisi-Carew, E., & Blanchard, K. H. (1986). **Group development and situational leadership: A model for managing groups.** *Training and Development Journal, 40*(6), 46-50.

Reviews the concepts of situational leadership and group development and functioning and combines them into a single leadership model, with the premise that there is no one best leadership style for all situations.

Manz, C. C., & Sims, H. P., Jr. (1984). **Searching for the 'unleader': Organizational member views on leading self-managed groups.** *Human Relations, 37*, 409-424.

The increasing adoption of the self-managed work group approach in organizations has created a puzzling paradox for leadership practice: How does one lead those that are supposed to lead themselves? Employee views from several organizational levels within a production plant that uses a self-managed work system are presented.

Weiss, J. C. (1988). **The D-R model of coleadership of groups.** *Small Group Behavior, 19*, 117-125.

This article is concerned with the coleadership of citizen groups, groups for teaching and training and work groups in general. The author has developed a model of coleadership referred to as the "D-R" model, which focuses on five overlapping processes: Develop/relationship; discuss/roles; divide/responsibility; defer/respect; and debrief/review. The model is intended to be used as a practical guide and is designed to improve group relationships.

BOOKS

Bates, M. M., & Johnson, C. D. (1972). ***Group leadership: A manual for group counseling leaders.*** Denver, CO: Love Publishing.

The authors state that their main purpose is to present to the professional group leader the tools "which will enable him to activate group process in a way which insures that members have growth-producing experience."

NEW Hackman, J. R. (Ed.). (1990). ***Groups that work (and those that don't): Creating conditions for effective teamwork.*** San Francisco: Jossey-Bass.

Developed as a result of a group study on group performance, this book offers insights for those who design, lead, serve in or research groups. Twenty-seven task-performing teams were evaluated for effectiveness, using as measures: quality of product or service, ability to regroup after task-completion and the growth of individual members as a result of their participation. Groups studied were top management, task forces, professional support groups, performing groups, human service teams and production teams.

Hare, A. P. (1976). ***Handbook of small group research.*** New York: Free Press.

Contains 15 chapters, as well as appendixes, indexes and a 323-page bibliography on small group research studies. The chapters fall into three basic categories: group process, structure interaction variables and performance characteristics. This is primarily a reference resource which summarizes the major trends and findings on small groups from 1898 through 1974. Suitable for the serious reader interested in small group dynamics and leadership.

NEW Hirschorn, L. (1991). ***Managing the new team environment: Skills, tools, and methods.*** Reading, MA: Addison-Wesley Publishing.

This book was written as a text for an IBM training video. Based on case studies, it teaches managers the process of building a team and authorizing team members to act. A manager's daily behavior can create a balance between authority and empowerment, discipline and freedom, intimacy and distance. If a manager is willing to take a "learner role," he can create an effective triangle between himself, individual team members and the team as a whole.

NEW Johnson, D. W., & Johnson, F. P. (1991). ***Joining together: Group theory and group skills.*** 4th ed. Englewood Cliffs, NJ: Prentice Hall.

Each chapter defines a group-related concept with discussion of theory and research findings. Chapters include group dynamics, experiential learning, controversy and creativity, conflicts of interest, leading learning and discussion groups, leading growth and counseling groups, team development and the psychological benefits of group membership. Coordinator instructions are detailed for over 100 exercises teaching effective group behaviors. A glossary of terms is included.

Napier, R. W., & Gershenfeld, M. K. (1981). ***Groups: Theory and experience.*** 2nd ed. Boston: Houghton Mifflin.

This book focuses on group dynamics. Theory, concepts and data are presented in chapters dealing with such themes as perception, group norms, leadership and problem solving. At the end of each chapter several group exercises are described in sufficient detail to be implemented.

Napier, R. W., & Gershenfeld, M. K. (1983). ***Making groups work: A guide for group leaders.*** Boston, MA: Houghton Mifflin.

This resource book provides ways of thinking about groups and supplies the tools for developing what is termed a "design mentality," along with tapping those artistic and creative energies that separate the most successful group leaders from the rest. It could be used in a variety of programs and courses in educational institutions or other organizations dedicated to increasing skills in areas related to group processes.

Olmsted, M. S., & Hare, A. P. (1978). ***The small group.*** New York: Random House.

This study has two aims—first, to serve as an introduction to an area of interest in sociology and psychology, and second, to organize and interpret a body of ideas and research. The study of small groups seemed to stand in considerable need of organization and interpretation, which provided the basis for this book.

Reddy, W. B., & Jamison, K. (1988). ***Team building: Blueprints for productivity and satisfaction.*** Alexandria, VA: NTL Institute for Applied Behavioral Science.

In this comprehensive work 19 chapters address a wide range of team-building issues. Written for the team builder and the manager, the material covered represents what has been currently written on the subject. The book has five sections: Part 1 provides the basic elements of team building; Part 2 explores a broader view of the theories of team building; Part 3 shows various applications for building teams; Part 4 illustrates how team building is a manageable activity; and Part 5 looks at the social issues involved in building teams. The final chapter includes biographical summaries of the twenty-three contributors to this text.

NEW Schrage, M. (1990). ***Shared minds: The new technologies of collaboration.*** New York: Random House.

Schrage describes a new technology for two or more minds to collaborate on problem solving or brainstorming. In a computer-augmented meeting, two or more people exchange ideas while a technographer keys the dialogue into a computer, which instantly transmits the dialogue onto an overhead screen. Examples of successful collaborations exhibit the benefits of joint effort. Schrage details the design, environment and tools for technological collaboration.

Schull, B. D. (1975). ***How to be an effective group leader.*** Chicago: Nelson Hall.

Schull attempts to identify the components of group leadership and simplify the process of becoming a successful group leader through the identification of attributes, qualities and characteristics of effective leadership, each of which have been loci of research emphasis in leadership.

SETTINGS OF LEADERSHIP

COMMUNITY

ARTICLES

Shoemaker, D. J., & Nix, H. L. (1972). **A study of reputational community leaders using the concepts of exchange and coordinative positions.** *Sociological Quarterly, 13,* 516-524.

The general purpose of this study was to investigate group and organizational affiliates of reputed community leaders in a rural community.

BOOKS

Jones, B. D., Bachelor, L. W., & Wilson, C. (1986). ***The sustaining hand: Community leadership.*** Lawrence, KS: University Press of Kansas.

The urban drama, assembly plants in Michigan are primarily used as the vehicle for the examination of the role of the multinational industrial corporation in decision making in the local community. The effect of auto production on the city and the consequences of changes in production and how an even greater consequence of change may effect patterns in the communities.

Kahn, S. (1982). ***Organizing: A guide for grassroots leaders.*** New York: McGraw-Hill.
Kahn, organizer and musician, has written a straightforward "do-it-yourself" manual on grassroots organizing. The author examines leadership effectiveness, organizations, constituencies, meetings, strategies, communication styles, unions and politics.

Kraus, R. G. (1985). ***Recreation leadership today.*** Glenview, IL: Scott, Foresman.
This book presents an up-to-date analysis of the role of leisure-service professionals in terms of direct program involvement. It has many references drawn from the current literature, and from manuals, guidelines and other materials submitted by recreation and park agencies throughout the United States and Canada which describe current leadership practices in the 1980s.

Sessoms, H. D., & Stevenson, J. L. (1981). ***Leadership and group dynamics in recreation services.*** Boston: Allyn & Bacon.
This book is a text and training manual for students wishing to apply group dynamics techniques to recreation service environments. It consists of ten chapters: Introduction; The Nature and Art of Leadership; The Nature and Function of Groups; Forces Affecting the Functioning of Groups; Small Group Techniques; Large Group Techniques; Group Problems; Leadership Development; Supervision and Consultation; and Evaluation.

Vance, M. A. (1982). ***Community leadership: A bibliography.*** Monticello, IL: Vance Bibliographies.
Part of the Public Administration Series, providing a bibliography on community leadership.

NEW Zander, A. (1990). ***Effective social action by community groups.*** San Francisco: Jossey-Bass.
Self-starting groups working toward social reform are unique and have not been widely researched. Zander examines their nature, motivation, objectives and methods for achieving goals and facing resistance. Eleven methods are discussed, ranging from permissive to coercive. This book is intended for citizen groups wishing to increase their power and influence and for researchers of groups in general.

CORPORATE

ARTICLES

Bennis, W. G. (1984). **The four competencies of leadership.** *Training and Development Journal, 38*(8), 14-19.
Bennis interviewed 90 outstanding leaders and their subordinates, with the intention of learning what makes real leaders (as opposed to effective managers) tick. After five

years of research and thought, he identified four competencies common to all 90 leaders.

Bennis, W. G. (1982). **The artform of leadership.** *Training and Development Journal, 36*(4), 44-46.

A study was conducted on 90 CEOs to provide information on effective leadership. All CEOs possessed the following in varying degrees: vision, capacity to communicate vision, persistence, consistency, focus and empowerment.

Bennis, W. G. (1982, May 31). **Leadership transforms vision into action.** *Industry Week*, pp. 54-56.

The author describes transformative power—the essence of what it originally means to be a leader. He views CEOs as leaders, not managers, who possess the following characteristics: vision, communication and alignment, persistence, consistency, focus, empowerment and organizational learnings. He continues by stressing the vision a leader has must leave room for creativity, for that is where the art form of leadership exists.

Lombardo, M. M., & McCall, M. W., Jr. (1983, March). **Management homilies: Do they hold up under close examination?** *Management Review*, pp. 52-55.

One hundred and nine executives were interviewed to determine how executives learn and change through their careers. From interviews it was found that successful leaders do make big mistakes, possess a combination of toughness and basic values, have both good and bad role models and discuss diversity in types of experiences rather than diversity in jobs or increased responsibility.

Peters, T. J. (1979). **Leadership: Sad facts and silver linings.** *Harvard Business Review, 57*(6), 164-172.

A busy executive may be the most effective. This article discusses four sad facts about executives and their potential silver linings. The sad facts include: senior managers get only one option; time is fragmented and issues are late; bad news is normally hidden; and major choices take months or years to emerge. Effective management lies in foresight and a shrewd sense of timing. Managers must use all their skills to solve problems of the organization.

BOOKS

Bruce, J. S. (1986). ***The intuitive pragmatists: Conversations with chief executive officers.*** Greensboro, NC: Center for Creative Leadership.

This study presents the observations and conclusions-in-retrospect of a group of CEOs concerning what was important about their jobs. The report examines how a leader transforms an organization. The study was not intended to look at the results of what these CEOs did, but rather to look at the process by which they went about doing it.

NEW Daniels, M. M. (1983). ***Realistic leadership: How to lead others in achieving company and personal goals.*** Englewood Cliffs, NJ: Prentice Hall.

Based on the concept of collaborative management, this practical guide shows how to maximize group effort toward achieving company and personal goals. Daniels asks the reader to think before acting, experiment before choosing and feel before judging. To measure a method against the standard of reality, ask, "Does it get the job done?" Exercises and questions help the reader build on experience and current knowledge.

Drucker, P. F. (1982). ***The changing world of the executive.*** New York: Times Books.

This book provides insights into, and an understanding of, the world of the executive. It also provides a useful "executive agenda" to stimulate both thought and action. The book should be read with this overriding question in mind: "How can I, and we in my organization, use this idea or these insights to perform more effectively—to do a better job, and above all, to welcome and accommodate the new and the different?"

Drucker, P. F. (1969). ***The effective executive.*** New York: Harper & Row.

A presentation of the findings based on a systematic study of what effective executives do that the rest do not do, and what they do not do that the rest tend to do. Findings show that effectiveness can be learned, and also, that it must be learned. This book presents in simple form the elements of this practice.

Friedman, S. D. (Ed.). (1986). ***Leadership succession.*** New Brunswick, NJ: Transaction Books.

Succession systems in large corporations are the topic of this examination. The questions posed are: As the position of CEO is so critical, should there be a formal process by which to prepare successors in advance of the CEO's leave-taking? Should potential successors be sought from without the organization to provide a fresh outlook, or should a successor be moved up from within the organization to assure continued commitment to the company's purposes? Answers are offered throughout a series of articles in this text. The various authors have strong views as to the best approach for leadership succession, and in some cases they provide data and research to support their positions.

Gabarro, J. J. (1987). ***The dynamics of taking charge.*** Boston, MA: Harvard Business School Press.

For the new manager, the elements involved in managing an organization, office, department or special project are explored here. The author has distilled the factors which he suggests make a difference to the new manager in any job situation. The stages of taking charge are also pointed out. The organizational and interpersonal work of taking charge are detailed with the new manager in mind. The final chapter addresses the pitfalls and stumbling blocks that may occur in the process of taking charge and highlights ways to enhance the process. Appendices offer research studies and information on research methodology and design.

Geneen, H. S., & Moscow, A. (1984). ***Managing.*** New York: Doubleday.

The author offers his principles of good business management based on his experience as chief executive officer of ITT. His belief that peak experiences of

ordinary, normal people create leaders in business and elsewhere are described along with the fascinating, demanding and creative processes of management. Topics include: Theory G on Management, how to run a business, leadership, acquisitions and growth, entrepreneurial spirit and the board of directors.

Joiner, C. W. (1987). ***Leadership for change.*** Cambridge, MA: Ballinger Publishing Company.

Drawing on his own experiences with the auto industry and as head of Mead Imaging, Joiner's book is a thoughtful amalgam of theory and experience, logic and practice. It is designed to provide a framework for planning and leading individuals through the step-by-step process that builds a competitive organization. Some of the key ingredients for successful change include: building a top management team; selecting a strategic issue; identifying one key change; and establishing strong personnel support systems.

Kidder, T. (1982). ***The soul of a new machine.*** New York: Avon.

The story of how a team of computer engineers at Data General Corporation designed and built a powerful new minicomputer.

NEW Koestenbaum, P. (1991). ***Leadership: The inner side of greatness.*** San Francisco: Jossey-Bass.

Based on dialogues with managers and CEOs over ten years, Koestenbaum recommends a philosophical application to leadership. His Leadership Diamond model frames personal and organizational situations into four elements of greatness: vision, reality, ethics and courage. Nine keys to business wisdom are offered with practical steps to develop a leadership mind, helpful tips and affirmations.

Kotter, J. P. (1982). ***The general managers.*** New York: Free Press.

This book seeks to report and discuss the implications of a study of a group of executives in generalist or general-management jobs. Conducted between 1976-1981, this investigation employed multiple methods to look in depth at 15 general managers from 9 different corporations spread out across the U.S.

Kotter, J. P. (1988). ***The leadership factor.*** New York: Free Press.

In a very precise and direct manner the components which allow effective leadership to occur are presented. This book covers such factors as: why effective leadership is increasingly important today and, within today's corporate world, what does effective leadership really mean to business outcomes, profits and products? Companies which have shown superior leadership are presented to illustrate the elements present in real situations which promote the growth of effective leadership. The appendix offers an "Executive Resources Questionnaire" helpful to those who may be curious to know where their business falls in the effective leadership spectrum.

NEW Kotter, J. P. (1990). ***A force for change: How leadership differs from management.*** New York: Free Press.

Kotter reports on a two-phase research program to determine the differences between leadership and management. First, 200 senior executives from 12 successful organizations were interviewed and surveyed regarding executive history and behavior.

Then, 12 cases of "highly effective leadership in business" were identified and studied. Kotter indicates that early experiences form intelligence, drive, mental health and integrity, factors which separate leaders from managers. Vision, alignment and motivation are defined. Examples illustrate what these factors look like in practice and how they are created.

NEW Lessem, R. (1990). ***Developmental management: Principles of holistic business.*** Cambridge, MA: Basil Blackwell.

Lessem suggests that a successfully developed business, like a whole person, has a body, mind, heart and soul. He equates body with primal management, mind with rational management and soul with inspirational management. In this book, Lessem concentrates on the heart of business, which he calls developmental management. Drawing upon philosophies from Far Eastern, Middle Eastern, African, European, and American cultures, he explains what developmental management is and how to achieve it. Drexion Group's success is cited as an example.

Levinson, H., & Rosenthal, S. (1984). ***CEO: Corporate leadership in action.*** New York: Basic Books.

Levinson and Rosenthal demonstrate leadership personified through six well-known leaders in established American organizations. Chief executives such as Wriston of Citicorp, McGregor of AMAX, Inc., and Watson of IBM were interviewed along with their colleagues. Each of these CEOs led his organization in new directions while preserving the organization's strong identity. An excellent treatise in organizational leadership.

Marcus, S. (1974). ***Minding the store.*** Boston: Little, Brown.

In addition to a smooth sales pitch for his successful and luxurious merchandising enterprise (Neiman-Marcus), Marcus portrays humor, and a cultivated and relaxed sense of self. Marcus' somewhat unorthodox political and social attitudes and details of expertise in store management give this biography its interest.

Odiorne, G. S. (1987). ***The human side of management: Management by integration and self-control.*** Lexington, MA: Lexington Books.

In light of the transition in our economy from industrial-goods producing to information producing, managers increasingly find themselves concerned with the motivation of a work force that is well educated and highly talented. These "knowledge workers" require ongoing intrinsic incentives to commit to the organization's mission. The author aims to show managers how they can act as the integrators of their staffs. Throughout the book's fourteen chapters, each component of managing, from hiring, training, development, appraisal and mentoring to firing can be approached to cultivate the talents and strengths of one's staff, while achieving the mission and goals of the larger organization.

Ouchi, W. (1981). ***Theory Z.*** Reading, MA: Addison-Wesley.

Ouchi shows how American corporations can meet the Japanese challenge with a highly effective management style that promises to transform business in the 1980s. Theory Z management takes the best of Japanese business techniques and adapts them to the unique corporate environment of the United States. The book goes behind the scenes at several U.S. corporations making the Theory Z change and shows step-by-step how the transition works. Corporate philosophies are examined.

NEW Parker, M. (1990). ***Creating shared vision: The story of a pioneering approach to organizational revitalization.*** 1st U.S. ed. Clarendon Hills, IL: Dialog International.

This is the story of a shared vision that turned KF Hydro Aluminum around. As an unprofitable, energy-consuming, polluting plant, they faced management-union problems and a lack of technical skills. Parker worked with new management and 1700 employees to create a new vision called "We want to be better." They chose to focus on technical skills training, communication, quality and service. Uniting all employees in one purpose allowed KF Hydro Aluminum to reach a new plateau within two years.

Pascale, R. T., & Athos, A. G. (1982). ***The art of Japanese management: Applications for American executives.*** New York: Warner Books.

This book presents findings and opinions on how Japanese business management differs from ours, and how it can be advantageously applied in reversing the "steady deterioration in our industrial standing." Dissecting Japan's Matsushita Electric Co. and ITT as two profoundly unlike models of industrial management perceptions, beliefs, assumptions, style and skills, the authors draw into their analysis key Japanese and American cultural premises.

Peters, T. J. (1987). ***Thriving on chaos: Handbook for a management revolution.*** New York: Alfred A. Knopf.

Tom Peters, well known lecturer and author of *In Search of Excellence*, stirs the waters of the status quo calling for revolution in American management. According to Peters, his book "challenges everything we thought we knew about managing, and often challenges over a hundred years of American tradition." Peters recognizes "chaos" as an inherent element in any competitive situation. Chaos must be addressed and dealt with proactively if American business and industry want to remain key players in the global marketplace. Peters prescribes what changes are necessary for positive results.

Peters, T. J., & Waterman, R. H., Jr. (1982). ***In search of excellence: Lessons from America's best-run companies.*** New York: Harper & Row.

Tom Peters is a frequent speaker at business conferences and seminars telling American management how to lead effectively. Peters and Waterman studied 43 successful American companies and found eight basic principles shared by all of them. The Wall Street Journal called it "Exuberant and absorbing—one of those rare books on management that is both consistently thought-provoking and fun to read."

Ruch, R. S., & Goodman, R. (1983). ***Image at the top: Crisis and renaissance in corporate leadership.*** New York: Free Press.

The answers to reviving the American corporation and healing the costly rift between business and labor, according to the authors, lies with top corporate officers who must learn how to communicate openly and willingly with employees, the media and the public.

Schneier, C. E., Beatty, R. W., & Baird, L. S. (Eds.). (1987). ***The performance management sourcebook.*** Amherst, MA: Human Resource Development Press.

The authors of this sourcebook have consulted major corporations across the country in the design and format of this guide. They have attempted to provide in one volume the components which create performance management systems in business. It is intended as a tool for use in the development of policy manuals, operational guides and orientation programs. In 12 sections, various topics and designs are examined: performance appraisal; performance management; planning, managing and reviewing performance; developing performance testing methodologies, such as questionnaires, cases and role plays. Tips and advice are also offered for working with external consultants on performance projects.

Tichy, N. (1986). ***Transformational leader.*** New York: Wiley.

"This book probes into the practical issues facing the leaders of the fundamental changes needed in American industry. The answers to persistent and massive competitive pressure are found in the experience of leading-edge firms and outstanding managers. The stories are brought to life and the underlying patterns revealed. Relevant and timely for all general managers."

Zaleznik, A. (1989). ***The managerial mystique.*** New York: Harper & Row.

Zaleznik asserts that business has developed a managerial mystique which emphasizes order, efficiency and predictability, and has given rise to the importance of form, rather than the substance of business. He admonishes today's business schools and MBA programs, asserting they are preparing their students to fit a mold and they are not preparing them for leadership roles. He explains why this is so and illustrates how business needs leaders who are visionary and willing to challenge the status quo.

EDUCATION

ARTICLES

NEW Birnbaum, R. (1990). **"How'm I doin'?": How college presidents assess their effectiveness.** *Leadership Quarterly, 1*, 25-39.

Presidents of 32 colleges and universities were interviewed regarding their assessment of their own effectiveness. Institutional performance and satisfaction of students, faculty and trustees were considered signposts of presidential effectiveness. Implicit information was gathered by observation of campus activity and communication with constituents. Explicit information was gathered by reports on enrollment, SAT scores, accreditation and funding. The results showed that presidents relied more on implicit information and intuition to assess their own effectiveness.

Bolin, F. S. (1989). **Empowering leadership.** *Teachers College Record, 91*(1), 81-96.

The author argues that "teacher empowerment requires investing in teachers the right to participate in the determination of school goals and policies and the right to exercise professional judgment about the content of the curriculum and means of instruction." The article describes what kind of school leadership is required to accomplish such a goal.

Culbertson, J. A. (1983). **Leadership horizons in education.** *Educational Administration Quarterly, 19*, 273-296.

Our culture has changed into an information society. This article discusses the impact of the information society on education, particularly on educational leaders. School leaders have to be able to do such things as purpose setting, program adaptation and using new electronic media effectively while maintaining their own self awareness.

DeJulio, S. S., Larson, K., Dever, E. L., & Paulman, R. (1981). **The measurement of leadership potential in college students.** *Journal of College Student Personnel, 22*, 207-213.

This study administered a leadership scale, the *Leadership Opinion Questionnaire*, to college leaders and nonleaders of both sexes. Results suggest its potential usefulness in the selection and training of students for campus leadership roles.

Erwin, T. D., & Marcus-Mendoza, S. T. (1988). **Motivation and students' participation in leadership and group activities.** *Journal of College Student Development, 29*, 356-361.

This article studies the activities and leadership status of entering freshman students. Using Kuhl's motivational theory, the research focuses on the correspondence of action versus state orientation.

NEW Gezi, K. (1990). **The role of leadership in inner-city schools.** *Educational Research Quarterly, 12*(4), 4-11.

This paper reviews research on effective schools and examines the role of leadership in inner-city schools. Gezi concludes that effective principals have positive attitudes toward compensatory education and students, understand cultural pluralism and are committed to the goal of helping each student succeed. Inner-city principals, teachers, administrators, parents and communities should work together as a team to set goals and develop strategies for achieving goals.

Maxcy, S., Jr., & Liberty, L. (1983). **Should education leaders be humanistic?** *Journal of Thought, 9*, 101-106.

This article calls for "humanistic leadership" in education. Although no clear definition has been identified, it would be enough to say that humanistic leadership would involve leading in a truly human and feeling way while keeping in mind the value of historic and classical learning.

McCarthy, M. J., & Sarthory, J. A. (1978). **The ethical dimension of educational leadership: The administrator as a moral agent.** *Journal of Thought, 13*, 8-13.

The author discusses the idea that an effective leader must be able to act as a moral agent to persuade others to follow the leaders' moral point of view. The leader must be able to articulate his view and only during "moral dispute" can conflict over ethical dimensions be resolved.

NEW Myers, M. R., Slavin, M. J., & Southern, W. T. (1990). **Leadership and attitudes: Emergence and maintenance of leadership among gifted students in group problem solving.** *Roeper Review, 12,* 256-261.

Tenth- and eleventh-grade student groups were assigned to identify a problem, to seek resolution and to develop a multimedia statement. Internal and external assessments determined quality of leadership in relation to group project success. Students perceived fluent and verbally aggressive leaders as effective with no correlation to project success. Staff perceived participative leaders, who used restatement and focus to lead the group, as the most effective leaders with the most successful projects. Passive leaders, who organized to meet deadlines with no focus on quality, were judged least effective.

BOOKS

Astin, A. W., & Scherrei, R. A. (1980). ***Maximizing leadership effectiveness: Impact of administrative style on faculty & students.*** San Francisco: Jossey-Bass.

The purpose of this study was to determine how an institution's particular style of management and administration affect faculty and students. Astin and Scherrei explore the outcome of administration on the quality of education by assessing its impact on the institution. Profiles of senior academic officers, descriptions of administrative styles, impact of leadership on faculty and students, implications for practice and proposals for changes in college administration are discussed.

Baldridge, J. V., Curtis, D. V., Ecker, G., & Riley, G. L. (1978). ***Policy making and effective leadership: A national study of academic management.*** San Francisco: Jossey-Bass.

The decision and governance processes of colleges and universities are explored in this study. The authors describe the major developments in academic management and governance, including the role of faculty, the styles of administrative leadership, the functions of policy-making bodies, the efforts towards unionization and control by state systems. A variety of research techniques were used, including surveys, analysis of historical documents, interviews, case studies, etc.

Birnbaum, R. (1988). ***How colleges work: The cybernetics of academic organization & leadership.*** San Francisco: Jossey-Bass.

The author's purpose is to provide new thoughts about university and college leadership. In an effort to shed light on the primary dimensions of every university and college, Birnbaum has studied four models: bureaucratic, political, organized anarchy and collegial. He describes why systems of organization which consider all four aspects are necessary in higher education. In an effort to synthesize these four dimensions, Birnbaum has integrated the best parts of each model into a new model of organization. He illustrates how this model can help academic leaders understand the nature of colleges as organizations, which in turn will enhance their leadership abilities.

Bogue, E. G. (1985). ***The enemies of leadership: Lessons for leaders in education.*** Bloomington, IN: Phi Delta Kappa Educational Foundation.

This book centers on the theme that leadership is an art form whose effectiveness is improved by the mastery of leadership and management research and by the display of personal integrity. The book tries to provide the operational answer to the question, "What exactly do we mean when we say that leadership is effective or ineffective?"

Boles, H. W., & Davenport, J. A. (1984). ***Introduction to educational leadership.*** Lanham, MD: University Press of America.

The text deals with questions related to school administration and the development of leaders. The authors have made a conscious effort to show how the behavioral and social sciences contribute to the growth of school administration.

Burdin, J. L. (Ed.). (1989). ***School leadership: A contemporary reader.*** Newbury Park, CA: Sage.

Selected articles from recent issues of *Educational Administration Quarterly* are presented here to provide an overview of school management and organization in the U.S. Four major topics of concern to leaders in education are covered. Chapters 1-5 discuss the characteristics and patterns of the society in which leaders lead. Chapters 6-10 describe the cultures and theories of power in which leaders lead educational organizations. Chapters 11-18 examine action theories and issues clarification to help leaders lead more effectively. Chapters 19-20 look forward to visions of the future of educational leadership. End notes follow each chapter.

Chaffee, E. E., & Tierney, W. C. (1988). ***Collegiate culture & leadership strategies.*** New York: Macmillan.

This text is based primarily upon interviews conducted with over 400 academic administrators from a cross section of schools—small rural colleges to major research universities. Seven case studies are presented to provide researchers and administrators with documented information about the complex dynamics of culture and leadership. The authors consider three key issues: 1) How culture is important in shaping the organizational life of colleges and universities; 2) how academic leaders match decision-making strategies to their organizational cultures; and 3) how executives can develop strategies to address issues in their organizations. Four appendices provide documents, surveys, interviews and tables.

Clay, K. (1988). ***The school administrator's resource guide.*** Phoenix, AZ: Oryx Press.

This annotated bibliography of resources will be of interest to school administrators and others in the field of education. Most of the information for this guide is drawn from extensive computer searches of such automated databases as the Educational Resources Info. Center (ERIC), PsycINFO, Sociological Abstracts, and Social SciSearch. Items cited are primarily dated from 1982 to March 1987. The guidebook is divided into nine chapters. A brief introduction helps to define each subject area. A few of the topics included are instructional leadership, staff development, supervision and evaluation, and administrative leadership.

Cohen, M. D., & March, J. G. (1986). ***Leadership and ambiguity.*** 2nd ed. Boston, MA: Harvard Business School Press.

Examines some general ideas about leadership and ambiguity in the context of the American college president. The 2nd edition adds short commentaries, plus brief empirical addenda to the chapters on presidential activities and careers—also an essay on administrative leadership.

Cuban, L. (1988). ***The managerial imperative and the practice of leadership in schools.*** Albany, NY: State University of New York Press.

This author examines how the role of the teacher and school administrator has diverged over the recent decades. The gap in the relationship between the activities of each has also contributed to a loss of understanding of their roles in the task of improving what happens in the classroom and throughout schools. In reaction, a somewhat adversarial relationship has developed between teacher and administrator. This author seeks to develop new understandings and to reaffirm the common purposes that exist between these two groups. The author has anchored his premise in professional research, historical studies and through personal experiences as educator and school administrator.

Dennison, B., & Shenton, K. (1987). ***Challenges in educational management: Principles in practice.*** New York: Nicholas Publishing.

The primary objective of this book is to look at the management skills and qualities of school staff and examine the ways in which these can be fully developed. To accomplish this the authors have attempted a comprehensive survey of management thinking as it applies to schools. The emphasis is on problem solving. Four objectives are extensively discussed: 1) attributes and skills associated with effective management can be learned; 2) an understanding of the learning methods is essential in acquiring these skills; 3) effectiveness of managers is influenced by insights about themselves and their work; and 4) information gained by learning about management and interpersonal skills can improve performance.

Fisher, J. L., & Tack, M. W. (Eds.). (1988). ***Leaders on leadership: The college presidency.*** San Francisco: Jossey-Bass.

Asked to speak from their own unique perspective, eighteen college presidents have consented to write about the characteristics which promote effective, successful leadership. From such institutions as Notre Dame University, Johns Hopkins University, Boston University and the University of California, each of these past and present leaders writes from his/her personal perspective about the energy, commitment, vision, courage and personal style demanded of their position. Compiled to function as a sourcebook providing valuable insights about the highest ranks of leadership in educational administration, this text offers a view of the problems and issues from leaders' desktops.

Glasman, N. S. ***Evaluation-based leadership: School administration in contemporary perspective.*** Ithaca, NY: State University of New York Press.

This book moves school leaders and decision makers toward a new model of operation rooted in evaluation. Through his analysis Glasman integrates important theoretical research and practical considerations with a special emphasis on the role of the school principal as one whose work can enhance student achievements.

NEW Green, M. F. (Ed.). (1988). ***Leaders for a new era: Strategies for higher education.*** New York: American Council on Education/Macmillan Publishing.

Leadership is contextual. A leader is a product of his era, culture and organizational setting. College and university administrators, faculty leaders, and department chairs face unique leadership challenges due to diminished resources and conflicting constituencies. The context of academic leadership is examined and potential leaders are recommended. New models are offered for the selection and training of leaders who will lead in different capacities, with different backgrounds, different styles and different skills.

Levine, A. (1980). ***When dreams and heroes died: A portrait of today's college student.*** San Francisco: Jossey-Bass.

This volume discusses the results of three Carnegie surveys: parallel studies of thousands of students and faculty in 1969 and 1976 and a smaller sample in 1978 as well as a 1978 interview study at 26 institutions by the author. It summarizes the surveys and suggests that student characteristics since 1900 alternate between periods in which community interest and self-interest predominate, thus reflecting the national mood.

NEW McCauley, C. D. (1990). ***Effective school principals: Competencies for meeting the demands of educational reform.*** Greensboro, NC: Center for Creative Leadership.

Within the next ten years, half of all current principals will retire. The next generation of school principals faces new challenges to meet educational reform. Research on school-based management, teacher empowerment, parental choice and school-business partnerships was evaluated along with research on corporate management to determine competencies needed by effective school principals. This paper serves as a guide for selecting and developing principals who can set direction, motivate, build teams, create networks and handle pressure.

National Commission on Excellence in Educational Administration (1987). ***Leaders for America's schools.*** The University Council for Educational Administration, 116 Farmer Building, Tempe, AZ 85287.

The focus of this report is the improvement of educational leadership. Contents include: significant recommendations; a vision of school leadership; what public schools, professional organizations, universities, state policy-makers, federal policy-makers and the private sector should do; and concluding remarks.

Perlman, B., Gueths, J., & Weber, D. A. (1988). ***The academic intrapreneur: Strategy, innovation, and management in higher education.*** New York: Praeger.

As defined in this book, intrapreneurship is entrepreneurship turned inward; it is the new venture within an organization. The authors have investigated how it works in the academic community. They begin with an overview of the concept of intrapreneurship and its process, then go on to describe the intrapreneurial world. Later chapters examine a model of intrapreneurship and delve further into the meaning and use of intrapreneurship to the growth of organizations. The book concludes with a look at the future possibilities for intrapreneurship. An extensive index and bibliography are included.

Peterson, M. W., & Mets, L. A. (1987). ***Key resources on higher education governance, management, and leadership: A guide to the literature.*** San Francisco: Jossey-Bass.

A valuable reference source for both scholars and practitioners, this new book is a complete overview of the most important literature on leadership, governance and management in colleges and universities. In addition, a guide to essential writings is provided from the great body of literature on the three fundamental administrative functions of higher education, emphasizing how each of these areas is adapting to meet new demands. Complete bibliographic citations and evaluative annotations are included with all entries.

Schutz, W. (1977). ***Leaders of schools: FIRO theory applied to administrators.*** La Jolla, CA: University Associates.

This study provides the outlines of a theory of administrative personnel, and the directions for the selection and training of institutional managers—directions that are substantially tied to a logical, theoretical system and that have a clear, pragmatic payoff for those who confront selection decisions.

NEW Sergiovanni, T. J. (1990). ***Value-added leadership: How to get extraordinary performance in schools.*** San Diego: Harcourt Brace Jovanovich.

Sergiovanni calls for value-added leadership to improve America's schools from mediocrity to excellence. He suggests that teachers revisit their original commitment and enthusiasm to make a difference for their students and in society. He proposes a framework for administrators to adopt beliefs, values, courage and persistence to restore the heart and spirit of their systems. Outlined are ways to create opportunities, to demand accountability, to develop a community of colleagues and to lead with moral authority.

Shakeshaft, C. (1987). ***Women in educational administration.*** Newbury Park, CA: Sage Publications.

In response to the large amount of literature about administrators and the business of school administration, Shakeshaft addresses the special issues and concerns of women as they pursue leadership positions throughout the ranks of higher education. The author attempts to answer such key questions as, "Where are the women managers?" and, "How can we remove the barriers to women's advancement into school administration?" The appendix of the text offers strategies for enlarging women's access to administrative positions. The author also strongly advocates training programs concentrated solely for women in educational administration.

MILITARY

ARTICLES

Adams, J. (1984). **Women at West Point: A three-year perspective.** *Sex Roles, 11*, 525-541.

A longitudinal study compares male and female cadets during the first three years of coeducation at West Point. Results show relative similarity on comparisons of personality variables, but some differences in attitudes towards the rights and roles of women in society.

Turcotte, W. E. (1983). **Leadership vs. management.** *Washington Quarterly, 6*, 46-48.

The author believes a military executive must possess a combination of leadership qualities and effective management skills to solve today's military problems. He suggests ways to go about getting these skills.

BOOKS

NEW Jaques, E., & Clement, S. D. (1991). ***Executive leadership: A practical guide to managing complexity.*** Arlington, VA: Cason Hall.

This book defines what leadership is, who can be a leader and how managerial leadership affects the success or failure of an organization. Jaques and Clement examine the internal, personal world of human intent and the external world of human interaction in the workplace. They offer five components of capability to evaluate effective and accountable leaders. Examples are drawn from the U.S. Army leadership training and doctrine.

Newman, A. S. (1981). ***Follow me: The human element in leadership.*** Novato, CA: Presidio Press.

Written from the perspective of military command and leadership, the author writes about aspects of managing people. Based upon recollections, anecdotes and incidents over the forty-plus years of leadership within the U.S. Army, Major General Newman explains what he considers to be three primary aspects of motivating people: "Command Presence"; "Command Techniques"; "Command in Battle." Convincing others to follow is a skill which this author believes dates back to mankind's earliest beginnings. These colorful stories not only offer interesting history, they serve to illustrate how commanders are effective in directing their followers, while encouraging their independent thought and action.

Taylor, R. L., & Rosenbach, W. E. (Eds.). (1984). ***Military leadership: In pursuit of excellence.*** Boulder, CO: Westview Press.

Taylor and Rosenbach have been military leaders and have taught military leadership. Their motivation in assembling this selection of readings was to make a contribution to the development of the concept of leadership in the military.

U.S. Army War College Library. (1987). ***Senior level leadership and command: A selected bibliography.*** Carlisle Barracks, PA: U.S. Army War College Library.

A selected bibliography of books, documents and journal articles which address military leadership and command, compiled by the U.S. Army War College Library.

Van Fleet, D. D., & Yukl, G. A. (1986). ***Military leadership: An organizational behavior perspective.*** Greenwich, CT: JAI Press.

Concepts and research from organizational behavior are employed in an effort to further our understanding of military leadership. In addition, a more complex framework for the study of leadership is presented and its utility illustrated through actual experiences of research based on military samples—from general to specific.

PUBLIC SERVICE AND GOVERNMENT

ARTICLES

Sudanowicz, E. (1989). **A field perspective on the PMI program.** *The Bureaucrat, 18*(1), 53-58.

Sponsored by the Office of Personnel Management, the Presidential Management Intern (PMI) program is a federally funded program aimed at selecting some 400 highly qualified master's degree graduates and placing them in federal career fields. This article gives an overview of the program, as well as addresses the motivational qualities and areas of personal commitment that are required for work in the public sector. The article is intended for graduate students, but should also be useful to educators working with student leaders interested in public service careers.

BOOKS

Cleveland, H. (1972). ***The future executive: A guide for tomorrow's managers.*** New York: Harper & Row.

The author addresses aspirants to positions of responsibility in government, business or the professions and succinctly outlines the attributes necessary for the successful executive. Cleveland draws on his extensive experience to set forth the ramifications of the argument that the future will see the emergence of public, parapublic and private systems organized along consensual or collective terms of increasing complexity.

Doig, J. W. (1987). ***Leadership and innovation: A biographical perspective on entrepreneurs in government.*** Baltimore, MD: Johns Hopkins University Press.

This book is about men and women who have held top positions in public organizations. From these positions, each individual made a mark on the world through an innovative change, they each had an influence on what his or her office did. In brief, they fashioned formal authority into effective influence. Using a biographical approach, the authors have selected a number of extraordinary government leaders. Profiles include: "David Lilienthal and the Tennessee Valley Authority"; "Admiral Hyman Rickover: Technological entrepreneurship in the U.S. Navy"; "The politics of art: Nancy Hawks and the National Endowment for the Arts."

NEW Fairholm, G. W. (1991). ***Values leadership: Toward a new philosophy of leadership.*** New York: Praeger.

How can government attain excellence while confronted with such problems as multiple goals, complex organizational structure and enormous physical and scheduling coordination? In government, group dynamics involves citizen-consumers, executives, administrators, legislators, employees and the media. This book proposes a new values-driven, change-oriented and developmental leadership for government. Chapter two reviews current and past leadership theories and their applications in public bureaucracies.

Garner, L. H., Jr. (1989). ***Leadership in human services: How to articulate and implement a vision to achieve results.*** San Francisco: Jossey-Bass.

This book addresses the unique demands imposed on leaders working in the field of human services. Drawing on case studies and based on the principles of "result-oriented management," the author outlines how human services practitioners must learn to articulate a vision and then translate their vision into specific objectives.

Hein, E. C., & Nicholson, M. J. (1986). ***Contemporary leadership behavior: Selected readings.*** 2nd ed. Boston: Little Brown.

Written for practicing professional nurses, the forty-eight articles included in this work—all written by known leaders in the field of nursing—delve into the origins of professional nursing, with an accent on the use of leadership in clinical practice. The intention is to help nurses cultivate and hone their leadership skills. The book starts with a section on the culture of nursing. Subsequent readings identify needed leadership skills: power, assertiveness, mentoring and more. Later sections offer thoughts on the future, especially the technological, economic and social changes that will effect the nursing profession during the coming twenty-five years.

Selznick, P. (1983). ***Leadership in administration: A sociological interpretation.*** Berkeley, CA: University of California Press.

Leadership in Administration has become a classic in the art of executive leadership. Selznick's reminder that the true exercise of leadership transcends a concern with mere efficiency is even more appropriate in today's era of quasi-scientific thought about organization.

NEW Van Til, J., (Ed.). (1990). ***Critical issues in American philanthropy: Strengthening theory and practice.*** San Franciso: Jossey-Bass.

Sponsored by the American Association of Fund-Raising Counsel (AAFRA) Trust for Philanthropy, this book provides the insights of leading authorities on theory and practice of philanthropy. It is a comprehensive, in-depth report on the legal, ethical, financial, social and managerial issues confronting the growing number of nonprofit organizations providing human services. Practical advice is offered for fund-raisers to meet new challenges in raising and giving money.

VOLUNTEER

ARTICLES

NEW Loeb, P. (1990, Fall). **From volunteerism to politics.** *Future Choices*, pp. 53-60.

College students involved in community service organized Campus Opportunity Outreach League (COOL) in 1984. By 1990, 600 campuses had student participation and administrative support. Many students were motivated by a desire to help those in need on a one-to-one basis. Other students organized programs for the homeless, the hungry and the illiterate where government's "structural apathy" had failed. The author speculates whether government hears the voice of this service movement and whether these service-minded students will become future politicians with a social conscience.

BOOKS

NEW Ellis, S. J. (1986). ***From the top down: The executive role in volunteer program success.*** Philadelphia: Energize Associates.

Written for top-level executives in organizations which utilize volunteers, this book addresses management issues related to non-salaried personnel. Ellis recommends establishing a clear structure including the vision of volunteers as partners in service and commitment. Legal issues, budgets, special categories of volunteers, job descriptions and volunteer/staff relationships are studied. Evaluation tools include Dollar Value Worksheet, Executive Role Checklist and Task Analysis. An appendix lists volunteerism resources.

NEW Ellis, S. J., & Noyes, K. H. (1990). ***By the people: A history of Americans as volunteers.*** Rev. ed. San Francisco: Jossey-Bass.

Three centuries of volunteer action in America are recorded in this history. Mass movements for abolition, women's suffrage and civil rights have pioneered social change. Self-help groups like the Grange, the PTA and the Red Cross have shaped us as a people. Recent developments, such as care for AIDS patients and the presidential "thousand points of light" community service initiative, are analyzed. The authors explore prospects for the future of volunteerism.

NEW Ilsley, P. J. (1990). ***Enhancing the volunteer experience: New insights on strengthening volunteer participation, learning, and commitment.*** San Francisco: Jossey-Bass.

Ilsley's four-year study of volunteers in organizations such as hospitals, political groups and museums provides insight into the volunteer perspective. The primary motivation for volunteering is not altruism, but the opportunity to learn. Giving volunteers a voice in recruitment, placement and training leads to high moral and better performance. Ilsley offers strategies for balancing organizational, staff and volunteer needs to avoid conflicts and burnout.

Lawson, J. D., Griffin, L. J., & Donant, F. D. (1976). ***Leadership is everybody's business.*** San Luis Obispo, CA: Impact.

This book is a practical guide for volunteer membership groups. It is divided into three parts: the preliminaries of leadership—being human, learning more about yourself and others, and group dynamics.

O'Connell, B. (1976). ***Effective leadership in voluntary organizations: How to make the greatest use of citizen service and influence.*** New York: Association Press.

The viewpoints in this book constitute some guidelines for making voluntary organizations effective instruments for citizen service and influence. Topics include: getting organized, the role of the president, volunteers and staff, recruiting the right staff, training and holding a good staff, constructive planning, board of directors and committees, fund raisers, communications, budgeting, involvement of minorities, dealing with controversy and evaluating results.

LEADER QUALITIES AND SKILLS

GENERAL WORKS

ARTICLES

Adair, J. E. (1983, June). **The building blocks for good leadership.** *International Management*, pp. 38-47.

Adair is promoting the idea that while there are some natural leaders, many more must be taught leadership skills. The skills needed for leadership traits can grow out of basic human qualities. Qualities he suggests developing are: integrity, leadership by example, willingness to go out in front and some creative imagination. A ranking of attributes by top level management is included in the article.

Atwater, L. E. (1988). **The relative importance of situational and individual variables in predicting leader behavior: The surprising impact of subordinate trust.** *Group & Organization Studies, 13*, 290-310.

Drawing on earlier studies, Atwater's research assesses "the relative influence of personality traits of leaders, job characteristics, expectations of supervisors and subordinates, and trust and loyalty upward upon leader behavior." Examining 98 triads, composed of a first-line supervisor, the supervisor's immediate supervisor and one or two subordinates, the research revealed subordinates' levels of trust and loyalty toward leaders were predictive of supportive leader behavior, and personality traits were predictive of demanding leader behavior. The importance and positive results of developing an atmosphere of trust and loyalty are examined.

NEW Avolio, B. J., Waldman, D. A., & Yammarino, F. J. (1991). **Leading in the 1990s: The four Is of transformational leadership.** *Journal of European Industrial Training, 15*(4), 9-16.

Transformational leaders promote change to stay competitive. They influence their followers by practicing the four Is. Individualized consideration is listening, nurturing and mentoring followers. Intellectual stimulation is using reason to solve problems and valuing followers' creative contributions. Inspirational motivation is generating enthusiasm, setting an example as a hard worker and remaining optimistic through times of crisis. Idealized influence is building confidence and trust, achieving desired results and serving as a behavioral role model.

Burke, W. W. (1980, November). **Leadership: Is there one best approach?** *Management Review*, pp. 54-56.

Recent research on leadership is reviewed. The leader's job is to provide direction as well as to be considerate of his/her subordinate's needs. According to the author, the most effective leader is one who uses participatory management.

NEW Chary, S. N. (1990). **New concepts in leadership effectiveness.** *Leadership & Organization Development Journal, 11*(2), i-iii. .

Chary recommends a new model of the effective leader. Important characteristics are commitment to the task at hand and clarity of goals. A leader's style depends on subordinates' commitment and perception of goals, and on the organizational and social environments. A leader's style changes with new tasks, different subordinates, different environments and changes in commitment.

Csoka, L. S. (1974). **A relationship between leader intelligence and leader rated effectiveness.** *Journal of Applied Psychology*, *59*, 43-47.

A leader with high intelligence contributed to group performance if the leader had a low Least Preferred Coworker score (LPC) and experienced the favorable situations of a supportive group atmosphere, high levels of experience and strong position power. Less intelligent leaders under low group atmosphere, low levels of experience and weak position power performed better than highly intelligent leaders. Intelligence and experience contribute to group performance.

Hersey, P., & Blanchard, K. H. (1979). **Life cycle theory of leadership.** *Training and Development Journal*, *33*(6), 94-100.

Previous research on leadership models is reviewed. A theory called the "life cycle" has been developed. This theory emphasizes the follower rather than the leader. It involves four stages, moving the followers through various stages of maturity. The "life cycle" theory believes as the followers' maturity increases, leader behavior requires less structure and less emotional support.

Kets de Vries, M. F. R. (1989). **Leaders who self-destruct: The causes and cures.** *Organizational Dynamics*, *17*(4), 5-17.

The author identifies three psychological forces (transference, fear of success and isolation from reality) which may occur when an individual assumes a position of leadership. Aggressive behavior, paranoid reaction, depression and substance abuse are among the stress reactions discussed. To prevent the occurrence of harmful reactions, the author suggests that executives learn to identify potential signs of trouble, board members take an active role in noting warning signs and that executive training programs which provide non-threatening environments for individuals to discuss their working experiences be available.

Latham, G. P., Cummings, L. L., & Mitchell, T. R. (1981). **Behavioral strategies to improve productivity.** *Organizational Dynamics*, *9*(3), 4-23.

Inevitably, employee performance problems create productivity problems. Strategies for dealing with both involve defining performance behaviorally, training managers to reduce rating errors, setting specific goals and offering positive consequences for performance improvement.

Manz, C. C., & Sims, H. P., Jr. (1981-82). **Social learning theory: The role of modeling in the exercise of leadership.** *Journal of Organizational Behavior Management*, *3*(4), 55-63.

This paper explores learning through modeling as it relates to the exercise of leadership. The paper distinguishes between modeling as a natural learning occurrence versus a planned effort to change behavior. The emphasis is on the issue of how appointed leaders can utilize models to influence employee behavior. Research results and implications for managerial leadership are discussed.

McCall, M. W., Jr., & Lombardo, M. M. (1983, February). **What makes a top executive?** *Psychology Today*, pp. 26-31.

This article looked at reasons why executives were derailed: inability to adapt to new boss, overdependence on mentor, inability to think strategically and failure to staff effectively. The authors further compare the behavioral differences between the arrivers (people who make it to the top) and the derailers.

NEW Morris, M., Bennis, W., Russell, A. M., Calvacca, L., Kruger, P., & Touby, L. (1990, March). **The new breed of leaders: Taking charge in a different way.** *Working Woman*, *15*, pp. 73-79.

The big, bad boss of the 80s is being replaced by the inspirational, principled, empowering leader of the 90s. Business leaders must appreciate that people are an organization's greatest resource. Leaders must win the trust and loyalty of their followers through constancy, congruity, reliability, integrity and mutual respect. Examples illustrate both the old bad boss and the effective new leadership styles.

Nanus, B. (1986). **Leadership: Doing the right thing.** *Bureaucrat*, *15*(3), 9-12.

This article explores the differences between leadership and management. Findings from interviews with 90 well-known leaders from business and the public sector led to the formulation of four major skills shared by effective leaders: a results orientation, articulating and communicating meaning, earning trust by taking stands and sticking to them and knowing one's own strengths and weaknesses.

NEW Odiorne, G. S. (1991). **Competence versus passion.** *Training & Development*, *45*(5), 61-64.

Passion is an emotion which sparks temporary motivation, but needs to be re-ignited periodically. Competence takes longer to emerge, but gets greater results. Competence is comprised of ability, talent, skill, proficiency and capability. Competence occurs when workers are empowered. When workers know a manager's expectations and have the necessary tools and training, they are empowered to apply their abilities to achieve the organization's goals with competence.

Posner, B. Z., & Kouzes, J. M. (1988). **Relating leadership and credibility.** *Psychological Reports*, *63*, 527-530.

Posner and Kouzes' research reports a relationship between leadership and credibility. Their sample consisted of responses from 998 subordinates of 146 managers. Three dimensions of credibility (trustworthiness, expertise and dynamism) were correlated with the behaviorally based *Leadership Practice Inventory*. Five dimensions comprise the inventory: challenging the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging the heart.

Reinharth, L. (1978). **The missing ingredient in organization theory.** *Advanced Management Journal*, *43*(1), 14-24.

This article shows how to pinpoint the "key leaders" in an organization and discusses what attributes key leaders in stable versus growth organizations should have. It affirms that key leadership is the crucial factor in giving or changing the direction of an organization.

Watson, C. M. (1983, Autumn). **Leadership, management and the seven keys.** *McKinsey Quarterly*, pp. 44-52.

Recent research has suggested that managers and leaders are basically different types. In terms of the McKinsey 7-S model, the typical manager is seen as over-relying on the "hard" Ss (strategy, structure and systems), while the leader's mastery of the "soft" elements (style, skills, staff and shared values) helps to galvanize his organization into superior long-term performance. There is truth in the distinction, the author believes, but it is overdrawn.

BOOKS

NEW Agor, W. H. (Ed.). (1989). ***Intuition in organizations: Leading and managing productively.*** Newbury Park, CA: Sage Publications.

Intuition is not magical or paranormal. It is a brain skill integrating physical, emotional, mental and spiritual functions. Executives use intuition to create visions, make decisions, predict trends and solve problems. The AIM Survey evaluates individual intuition level. Charts compare national norms by management level, sex, ethnic group and occupation. Case studies, practical guidelines for developing intuitive skills and an agenda for future research are included.

NEW Autry, J. A. (1991). ***Love and profit: The art of caring leadership.*** New York: William Morrow.

A workplace is a neighborhood with interpersonal relationships and the full range of human emotions. A manager who creates a caring environment has employees who grow personally, contribute creatively and share in the psychic and financial rewards of a job well done. Autry's 28 years of management experience and his poems emphasize success through love and caring. "The more people you take with you, the faster you'll get there and the longer you'll stay."

NEW Bailey, F. G. (1988). ***Humbuggery and manipulation: The art of leadership.*** Ithaca, NY: Cornell University Press.

Bailey contends that leaders control followers through domination, deception and cultivation of ignorance. He writes that leadership is by its very nature defiling, that no successful leader can be immaculate and that the human condition is untidy and most often without reason. He recommends that followers recognize evil or criminal behavior and offer compassion to those who are corrupted by the exercise of power.

NEW Bellingham, R., & Cohen, B. (1989). ***Leadership: Myths and realities.*** Amherst, MA: Human Resource Development Press.

Bellingham and Cohen explore ten myths of old-style leadership and organizational effectiveness. They then offer ten corresponding realities of new-style leadership for comparison. Trends indicate that managers are progressing from doing more to doing better. New leadership skills include thinking creatively, initiating strategic change and doing the right things right. "Individuals with new ideas and access to information will be the resources of prominence."

Bennis, W. G. (1989). ***Why leaders can't lead: The unconscious conspiracy continues.*** San Francisco: Jossey-Bass.

"What prevents leaders from taking charge and making changes?" Bennis writes here about the dark side of leadership, especially the problems a leader encounters in attempting to take charge of an organization. He believes we are presently lacking any true leaders. By the author's definition true leaders embody six important virtues: integrity, dedication, magnanimity, humility, openness and creativity. Not since the 1960s have we been inspired by public figures who have the "X factor—the leader who knows what we want and what we need before we do and expresses these unspoken dreams for us in everything he or she says or does."

NEW Biehl, B. (1989). ***Increasing your leadership confidence.*** Sisters, OR: Questar Publishers.

Biehl's definition of leadership is "knowing what to do next, knowing why that's important and knowing how to bring the appropriate resources to bear on the need at hand." Each of the 30 chapters features a common denominator that outstanding leaders share. Biehl poses questions for the reader's self-evaluation and suggests action to get on a leadership track. Common denominators include attractiveness, confidence, creativity, discipline, personal organization, self-motivation and balance. Coping skills allow a leader to deal with change, failure and pressure.

Blanchard, K., & Johnson, S. (1982). ***The one minute manager.*** New York: William Morrow.

A brief presentation of how people produce valuable results and feel good about themselves, the organization and the other people with whom they work. The book is a simple compilation of what many have taught concerning how people work best with others.

Bliss, E. C. (1978). ***Getting things done: The ABC's of time management.*** New York: Bantam.

This book is designed to encourage people to make better use of their time and improve their efficiency at work. It is filled with suggestions on how to deal with a mixed bag of alphabetically arranged topics—correspondence, delegation, fear, interruptions, meetings, sleep and other topics.

Boyatzis, R. E. (1982). ***The competent manager: A model for effective performance.*** New York: Wiley.

The purpose of this study was to determine which characteristics of managers are related to effective performance in a variety of management jobs in a variety of organizations. An additional purpose was to investigate how managerial competencies affect each other and relate to other aspects of management jobs.

Gray, J. W., & Pfeiffer, A. L. (1987). ***Skills for leaders.*** Reston, VA: National Association of Secondary School Principals.

This book is designed for secondary school student leaders as a manual for enlarging on and developing leadership potential and skills. This straightforward guide is comprised of the following chapters: The challenge of leadership; Understanding communication; Understanding followers; Understanding yourself as a leader; and Communication skills for leaders. This book could have broad application for educators, management trainers and human resources personnel who seek a concise and easy-to-follow introduction to leadership programming.

Harris, P. R. (1989). ***High performance leadership: Strategies for maximum career productivity.*** Glenview, IL: Scott, Foresman and Company.

The author is both a management consultant and a behavioral psychologist who has studied the skills that managers must have or will have to develop in order to create a high performance work environment. These important skills include: effective communicating, handling organizational change, an understanding of human behavior and performance and a commitment to lifelong learning. Each skill is studied and illustrated to show the possibilities for developing peak performance in others. Questionnaires and inventories are provided as aids for data collection. An appendix of resources with a directory of organizations, plus a bibliography, offer further sources of information.

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). ***The motivation to work.*** New York: Wiley.

This book reports the findings from a study of job motivation. The analysis and interpretations of the authors suggest that a breakthrough may well have been made to provide new insights into the nature and method of operation of job attitudes. The presentation of this study is in clear and simple language. The book presents an interesting and potentially important hypothesis of the nature of job motivation and its effects.

Kets de Vries, M. F. R. (1989). ***Prisoners of leadership.*** New York: John Wiley & Sons.

Kets de Vries explores the inner world of the leader, probing into the psychoanalytical side of leadership behavior. Using a "psycho-biographical" approach and drawing on case illustrations and studies of leaders in action, his book examines leadership success and failure at the psychic level. "I want the reader to understand that the leader's task is paradoxical: at one level the leader appeals to the rational capacities of the followers, while at another his or her message is aimed directly at their unconscious."

NEW Lundy, J. L. (1990). ***Lead, follow or get out of the way: Leadership strategies for the thoroughly modern manager.*** San Marcos, CA: Avant Books.

Based on his management seminars, Lundy has created this easy-to-read outline on participative leadership. Communication and understanding are the keys to move from an authoritarian style to a more effective participative style. Lundy offers evaluation techniques and challenges for adopting change. Ten commandments simplify the basics of maintaining good relationships.

Luthans, F., Hodgetts, R. M., & Rosenkrantz, S. A. (1988). ***Real managers.*** Cambridge, MA: Ballinger Publishing Company.

Chock full of insightful observations, this book lays out the factors which make "real managers." Following an introductory chapter, the authors investigate what real managers do, then next discuss what successful real managers do. Included are discussions of the networking, human resources management and communication activities of managers. The authors conclude with a chapter on how their findings fit into current management thinking.

McCall, M. W., Jr., & Lombardo, M. M. (1983). ***Off the track: Why and how successful executives get derailed*** (Tech. Rep. No. 21). Greensboro, NC: Center for Creative Leadership.

A report of a study conducted by the Center for Creative Leadership of those who were once quite successful top executives, but who later derailed. The results have been organized to answer four questions: Why were those who derailed so successful in the first place? What events brought their weaknesses to the surface? Why did they derail? How did they differ from those who remained successful? The study was based on interviews of Fortune 500 corporation executives.

Mintzberg, H. (1973). ***The nature of managerial work.*** New York: Harper & Row.

Mintzberg has sought to identify the whole range of relationships comprising the manager's world in the contemporary organization, and as a result his conclusions have great worth in a world dependent on leadership skills. An identification of the behavioral skills combined with an overview of how managers manage is presented. Characteristics of managerial work, work roles, variation in work, science and the manager's job and future of managerial work are topics covered.

Sayles, L. R. (1989). ***Leadership: Managing in real organizations.*** New York: McGraw-Hill Book Company.

While many aspiring managers and business school graduates develop an understanding of the goals of management and their outcomes within the dynamics of an organization, the "how" of pursuing goals and outcomes is often the stumbling block for managers. The author provides a detailed examination of managing in the real world. He points out the intricate navigational skills required in managing within assigned areas of responsibility, as well as the negotiating skills needed for working with other divisions of an organization which may indirectly contribute to one's success or failure.

Schaller, L. E. (1986). ***Getting things done: Concepts and skills for leaders.*** Nashville, TN: Abingdon Press.

Although based upon a framework of leadership within the church organization, this book is written for all managers. The author discusses the factors which comprise influential, effective leaders. How leaders use their skills to organize and direct individuals and groups to "get things done" is explained by a series of premises which the author poses. These include: "Effective leaders are both willing to lead and also know how to organize for action." "Effective leaders recognize and affirm the value of coalition, know how to enlist others and are also willing and able to function comfortably and creatively with committees." "Leaders are proactive; they find time and opportunity to initiate new ways."

CHARISMA AND INSPIRATION

ARTICLES

Barnes, D. F. (1978). **Charisma and religious leadership: An historical analysis.** *Journal for the Scientific Study of Religion, 17,* 1-18.

A theory of charismatic leadership is proposed which explores conditions under which charismatic leadership emerges. Leaders arise in periods of social change when new religious beliefs may be formalized. Biographies of fifteen charismatic leaders are included in this article.

Bass, B. (1988). **The inspirational processes of leadership.** *Journal of Management Development,* 7(5), 21-31.

"The inspirational leader has to have insight into what will be challenging to a follower and for what reason." In order to establish such a relationship, the author ascribes five interlinking aspects to inspirational leadership behavior: managing meaning, managing impressions, molding follower expectations, envisioning and intellectually stimulating followers. By identifying these processes new levels of leadership can emerge.

Bass, B. M., Waldman, D. A., Avolio, B. J., & Bebb, M. (1987, March). **Transformational leadership and the falling dominoes effect.** *Group & Organization Studies, 12,* pp. 73-87.

This investigation examined the practice of transformational leadership (TL) at two levels of management in a New Zealand government agency. TL was defined as the extent to which a manager is seen as charismatic, as treating each subordinate as an individual and as intellectually stimulating. Implications were drawn concerning the importance of developing TL abilities at upper levels of management to enhance the likelihood of such leadership at lower levels.

Conger, J. A., & Kanungo, R. N. (1987). **Toward a behavioral theory of charismatic leadership in organizational settings.** *Academy of Management Review, 12,* 637-647.

The authors identified a lack of serious research in the area of charismatic leadership. It was felt that a systematic conceptual framework was required. Drawing from political science, sociology, social psychology and research in the field of organizational leadership, the authors developed a model "linking organizational contexts to charismatic leadership." As in any form of leadership, charismatic leadership is considered an observable behavioral process. The model is constructed on the belief that charisma is an attribution made by followers who observe the role of leader within the context of the organization. Thirteen research hypotheses are presented for future study.

NEW Graham, J. W. (1991). **Servant-leadership in organizations: Inspirational and moral.** *Leadership Quarterly, 2,* 105-119.

Graham outlines four variations of charismatic leadership. Weberian charismatic authority is based on a perceived divine gift of the leader and socio-economic distress of the followers. Personal celebrity charisma happens when followers with low self-esteem romanticize a dramatic and forceful leader. Transformational leadership is a partnership where the goals of the leader, the followers and the organization are all met. Servant-leadership adds moral development, a focus on service and a spiritual insight for the leader and for followers who progress into leadership positions. Case studies illustrate examples of servant-leadership.

NEW Hogan, R., Raskin, R., & Fazzini, D. (1990). **How charisma cloaks incompetence.** *Personnel Journal, 69*(5), 73-76.

Employees promoted into management positions or applicants who interview well share common personality traits. Intelligence, confidence, charm, energy and assertiveness are apparent. The authors describe three types of ineffective managers with personality traits that are not so easily apparent. The betrayer uses negative information against associates. The high likability floater has no agenda and accomplishes little. The narcissist is motivated by a need for recognition, not achievement.

Johnson, D. P. (1979). **Dilemmas of charismatic leadership: The case of the People's Temple.** *Sociological Analysis, 40*, 315-323.

A proposed model of charismatic leadership is used to interpret the power of Jim Jones's People's Temple which ended in a mass suicide in Jonestown, Guyana. Charismatic leaders are constantly seeking ways in which to reinforce their power.

NEW Kanungo, R. N., & Conger, J. A. (1989). **Dimensions of executive charisma.** *Vikalpa, 14*(4), 3-8.

A leader's charisma is based on the perceptions of his followers. Kanungo and Conger strip the mystique from the concept of charisma with their model of Charismatic Influence Process. Three stages of leadership are outlined: assessing the status quo of an organization, formulating goals, and achieving vision. In each stage, observed behavioral components distinguish charismatic from non-charismatic leaders.

Kets de Vries, M. F. R. (1988). **Prisoners of leadership.** *Human Relations, 41*, 261-280.

Based on psychoanalytical theory, this article observes the unique relationship between leader and follower. The author examines the nature of charisma in the context of the psychological effects which take place between leader and followers. The psychological process of transference, and how it affects leader behavior and group reaction is explored.

Newman, R. G. (1983). **Thoughts on superstars of charisma: Pipers in our midst.** *American Journal of Orthopsychiatry, 53*, 201-208.

Discusses the effects of charisma in the use and misuse of power, using R. Browning's (1895) version of The Pied Piper. The interdependent relationship between a leader and his/her followers is explored, and the psychological implications of these forces for society and its institutions are addressed.

NEW Puffer, S. M. (1990). **Attributions of charismatic leadership: The impact of decision style, outcome, and observer characteristics.** *Leadership Quarterly, 1*, 177-192.

One hundred and three observers participated in a case study of one manager's decision style and the outcome of his decision. Observers rated the manager's expertise, risk-taking and charisma against the final outcome. Puffer concluded that intuitive decision style and successful outcome have great impact on observers' attribution of charismatic leadership.

NEW Tommerup, P. (1990). **Stories about an inspiring leader: "Rapture" and the symbolics of employee fulfillment.** *American Behavioral Scientist, 33,* 374-385.

The staff at a university conference and catering department is identified as having an exceptionally high degree of job satisfaction, labeled as "rapture." Staff members experience a sense of order, appreciation for their individual and collective efforts and effective leadership. The head of this department is perceived by his employees as a leader with a deep sense of values, a catalyst for inspiration and ideas and a source of energy. Employees enjoy telling stories of their leader's actions, which are "behavioral recipes" for success.

BOOKS

NEW Adams, J. D. (1986). ***Transforming leadership: From vision to results.*** Alexandria, VA: Miles River Press.

This collection of readings on strategic leadership perspective extends and deepens ideas in *Transforming work*. Leadership is a mind set or orientation, not a personality trait. The leadership state of consciousness encourages individuals to be creative rather than reactive, to welcome change and take risks. Leaders focus on vision and inspire followers to work toward that vision for the followers' own self-interests. Leaders maintain a commitment to integrity and truth. Case studies illustrate strategic leadership in action.

Bass, B. M. (1985). ***Leadership and performance beyond expectations.*** New York: Free Press.

Bass discusses the role of the transformational or charismatic leader—who these leaders are, how they get results, and why their leadership often exceeds all expectable limits. The author attempts to close the gap between the work of social and organizational psychologists, whose focus has been on small groups and institutional settings, and that of political scientists and psychohistorians, who have done most of the important studies of world-class leaders.

Conger, J. A., Kanungo, R. N., & Associates (1988). ***Charismatic leadership: The elusive factor in organizational effectiveness.*** San Francisco: Jossey-Bass.

This work is a gathering of thoughts and research by experts from various fields: organizational development, management, psychology and sociology. The rationale: to provide a broad analysis of the concept of charismatic leadership. The variety of contributors included attempt to bring clarity to the problems and differences in understanding the meaning of charismatic leadership. What is it? How does it develop? How might it be cultivated? The authors argue that charismatic leadership can be trained. They offer training approaches and provide a questionnaire which can be used to identify individuals, in any setting, with the potential for charismatic leadership.

Schiffer, I. (1973). ***Charisma: A psychoanalytic look at mass society.*** New York: Free Press.

Focuses on the psychological ingredients, especially the unconscious forces that allegedly create the conditions for the emergence of the charismatic leader. Schiffer wants to emphasize the part that the individual psychology of the masses plays in creating leaders rather than the specific abilities of the leaders themselves.

COMMUNICATION AND NEGOTIATION

ARTICLES

NEW Conger, J. A. (1991). **Inspiring others: The language of leadership.** *Academy of Management Executive*, *5*(1), 31-45.

There's a critical link between a leader's vision and his ability to powerfully communicate its essence. To motivate and inspire, a leader must be a rhetorician. Conger recommends that executives learn basic rhetorical skills. Framing is the process of defining the purpose of an organization in a meaningful way. Rhetorical crafting is the skill of using symbolic language to give power to a message. Using stories, metaphors and rhythm generates excitement.

Kormanski, C. (1982). **Leadership strategies for managing conflict.** *Journal for Specialists in Group Work*, 7, 112-118.

Kormanski discusses the impact of conflict in small group development theory and approaches conflict as a positive, normally occurring behavior. He presents leadership strategies for dealing with conflict: withdrawal, suppression, integration, compromise and power. Examples of situational contingencies in group therapy are presented along with a rationale for strategy selection and intervention.

NEW Morton, T. M. (1990). **Leadership.** *Business Horizons*, *33*(6), 3-7.

In a leadership course at the University of Louisville, students improve communication skills by using practical techniques. One-page memos force students to write clearly and concisely. Oral presentations are videotaped and followed by feedback. Listening exercises and questioning guest speakers sharpen skills. Students make genograms, which are psychological family trees of patterns and problems handed down from one generation to another. Morton encourages students to know themselves, their values, their visions and their potential contributions to society.

BOOKS

NEW Caroselli, M. (1990). ***The language of leadership.*** Amherst, MA: Human Resource Development Press.

Fortune 500 executives claim the number one skill for leadership success is the ability to communicate well. Caroselli analyzes the language of ten leaders including Lee Iacocca, Mario Cuomo, Peter Drucker and Tom Peters. Exercises and checklists at the end of each chapter serve as reference and review. Diagrams illustrate leadership concepts. Caroselli asserts that communication skills can be acquired through practice.

Fisher, R., & Ury, W. (1981). ***Getting to yes.*** Boston: Houghton Mifflin.

This book is about the method of principled negotiation. It describes the problems that arise in using standard strategies of positional bargaining, explains the four principles of this method of negotiation, and answers questions concerning the method.

NEW Hackman, M. Z., & Johnson, C. E. (1991). ***Leadership: A communication perspective.*** Prospect Heights, IL: Waveland Press.

The authors define leadership as "human communication which modifies the attitudes and behaviors of others in order to meet group goals and needs." Leaders use symbols, both in words and actions, to make impressions and to create visions. Leadership communication styles vary due to personal factors and the context of group situations. Each chapter discusses research and theory, reports case studies and offers practical suggestions and exercises to improve leadership communication skills.

Harvey, J. B. (1988). ***The Abilene paradox and other meditations on management.*** Lexington, MA: Lexington Books.

Here, through a series of essays, Harvey contemplates the organizational behaviors in business life which unintentionally set up obstacles to success, growth and innovation. The title essay, "The Abilene Paradox," illustrates how people in organizations take part in projects or assignments in which there is unspoken agreement that an idea won't work, and yet they proceed to pour valuable time, effort and money into it. Harvey's parables about human behavior in organizations are insightful and engaging.

Likert, R., & Likert, J. G. (1976). ***New ways of managing conflict.*** NY: McGraw-Hill Book Company.

The authors have written a highly detailed text on the methodology, principles and step-by-step procedures for managing social conflict within organizations, referred to as "System 4." The basic strategy to the Likert method is to change the "win-lose" approach to a "win-win" philosophy. The text provides administrators in business, government, education and community groups a clearly detailed presentation on how to reduce internal and external conflict. This book will have special relevance for social science educators and students.

Pearce, W. B., & Cronen, V. E. (1980). ***Communication, action, and meaning: The creation of social realities.*** New York: Praeger.

The authors feel communication either as a process or an entity can "best be studied as a process of creating and managing social reality rather than as a technique for describing objective reality." The authors focus upon the historical development of philosophical logic systems that either explicitly or implicitly describe this function of language.

Walton, R. E. (1987). ***Managing conflict: Interpersonal dialogue and third-party roles.*** (2nd ed.). Reading, MA: Addison-Wesley.

Conflict resolution is an important managing skill necessary at all levels of management. The author has developed an outline for diagnosing continuing conflicts and offers several options for resolving them. Methods and concepts are presented here that can be applied to various types of conflict, including both interpersonal and inter-system. Topics span fundamental steps of managing conflict, skills for facilitating open dialogue and third-party advantages of consultants. Examples of conflict resolution are provided through three case studies and through a presentation of an international workshop on the dialogue of conflict over border disputes and intergroup conflict.

CREATIVITY

ARTICLES

Ellis, R. J. (1983, March). **Organizational leadership in turbulent times.** *Management Review*, pp. 59-61.

In turbulent times a manager must be able to stimulate problem-solving activities to generate as many innovative ideas as possible. Three aspects present in an organization may help stimulate new ideas: "free atmosphere," a "supportive environment," and a "loose structure." Ideas not only must be stimulated, but also supported through the use of reinforcement or disapproval and the manipulation of the organization and information flow.

Fernald, L. S., Jr. (1988). **The underlying relationship between creativity, innovation and entrepreneurship.** *Journal of Creative Behavior, 22*, 196-202.

The author identifies the creative, innovative and entrepreneurial characteristics found in common in the lives of seven individuals who exemplify these important attributes. Individuals identified are: Stanford Ovhinsky, Steven Wozniak, Wally Amos, Helen Smith, Jerome Lemelson, Bob Gundlach and Wilson Greatbatch.

Lippitt, G. L. (1987). **Entrepreneurial leadership: A performing art.** *Journal of Creative Behavior, 21*, 264-270.

According to the author, entrepreneurial leadership as an art means "orchestrating the totality of the enterprise with energy, self confidence, persistence and learning capabilities." Lippitt identifies six behavioral characteristics of the entrepreneurial leader: risk taking, divergent thinking, sharp focus, personal responsibility, economic orientation and learning from experience. Practical guidelines for self-development are provided.

McCall, M. W., Jr. (1980). **Conjecturing about creative leaders.** *Journal of Creative Behavior, 14*, 225-234.

Creativity is seen today as a deviant response by the leader in order to solve some problem. The author sees creative leaders as crafty, contrary, grouchy, dangerous, feisty, inconsistent, evangelistic, prejudiced and spineless. The creative leader tries to create new ideas and evaluate them.

Mink, O., Rogers, R., & Watkins, K. (1989). **Creative leadership: Discovering paradoxes of innovation and risk.** *Contemporary Educational Psychology, 14*, 228-240.

The research reported in this article attempts to explore the paradoxes inherent in the enactment of creative leadership in complex interpersonal situations. The situations in this study were difficult interpersonal interactions faced by public school superintendents.

BOOKS

Dyer, F. C., & Dyer, J. M. (1965). ***Bureaucracy vs. creativity: The dilemma of modern leadership.*** Baltimore, MD: University of Miami Press.

This book addresses the problems of leadership, creativity, bureaucracy, progress and efficiency. It is designed for readers who already have had practical experiences with, or who are engaged in, theoretical studies of modern organizations. Definitions of terms, analysis of what is taking place and what will probably take place, and guidelines on which to base decisions about measures that promise to increase or constrain bureaucracy or creativity are provided.

Ijiri, Y., & Khun, R. L. (Eds.). (1988). ***New directions in creative and innovative management.*** Cambridge, MA: Ballinger Publishing Co.

This book asks the questions, "How can we effectively formulate and implement novel ideas into viable products and services?" and "What are the optimal relationships between theory and practice in creative and innovative management?"

MacKinnon, D. W. (1978). ***In search of human effectiveness.*** Buffalo, NY: Creative Education Foundation.

This publication is based on MacKinnon's research into the nature and nurture of creativity. This volume is a collection of papers that focus on the understanding and nurturing of the creative potential in individuals. The articles included come from a variety of diverse sources. The major theme of the research and writing is a concern to find ways to help people become as fully functioning as possible.

McCaskey, M. B. (1982). ***The executive challenge: Managing change and ambiguity.*** Marshfield, MA: Pitman.

This book offers timely suggestions and practical help for managers facing change and ambiguity. Its discussions of mapping, of the stress of ambiguity, of forces that favor or block creativity, of qualities of the creative person—including courage, humility, toleration of disorder, use of intuition, integration of opposites in the personality—all are valuable to the manager in gaining insight.

Parnes, S. J. (1988). ***Visionizing.*** East Aurora, NY: D.O.K. Publishers.

"This book is designed for those interested in encouraging and nurturing creative awareness, attitudes and accomplishments in themselves and others." The book is based on the Osborn-Parnes Creative Problem-solving process, and can be used as a workbook for individual study or group instruction.

475

DECISION MAKING AND PROBLEM SOLVING

ARTICLES

Vroom, V. A., & Jago, A. G. (1988). **Managing participation: A critical dimension of leadership.** *Journal of Management Development*, 7(5), 32-42.

From foreign competition to new tax laws, major changes have altered the way corporations are structured and managers make decisions. In light of the vast changes that occurred in the past 15 years, the authors introduce a revised version of the V. A. Vroom and P. W. Yetton (1973) decision-making model. According to the authors the essential features of the training are unchanged, however, the "concepts of the feasible set and rules are replaced by heuristics, and new decision trees replace those of the old model."

BOOKS

Fox, W. M. (1987). ***Effective group problem solving: How to broaden participation, improve decision making, and increase commitment to action.*** San Francisco: Jossey-Bass.

The author has examined the ways in which one can achieve success by using participative problem solving in the work group, committee or volunteer group. The many achievements of participation-based programs in industry are described, with gentle reminders to others of the difficulties they may encounter if they fail to understand and learn from such model programs. The Improved Nominal Group Technique is presented. This process consists of research-based guidelines that minimize or eliminate the many problems found in conventional group procedures. As a follow-up and review, the appendix includes a test of the concepts of the INGT.

Janis, I. L. (1982). ***Groupthink: Psychological studies of policy decisions and fiascoes.*** (2nd ed.). Boston, MA: Houghton Mifflin.

The author examines five events from WWII to Watergate which turned into major fiascoes for five American presidents: F.D.R. (being unprepared for the attack on Pearl Harbor); Harry Truman (the invasion of N. Korea); J.F.K. (the Bay of Pigs invasion); L.B.J. (escalation of the Vietnam War); and Richard Nixon (the Watergate cover-up). By a close examination of the group process which led to the course of action taken for each of these events, the question Janis seeks to answer is: "How could such bright, shrewd leaders and their advisors arrive at such poor decisions?" The author has developed a convincing and controversial set of dynamics to explain group decision-making strategies, and how they can fail.

NEW Janis, I. L. (1989). ***Crucial decisions: Leadership in policymaking and crisis management.*** New York: Free Press.

This exhaustive presentation of a constraints model of policy processes extends Janis' earlier work. He examines when and why leaders of large organizations make avoidable errors that result in faulty policy decisions. He offers an integrated, general theory of the conditions under which sound procedures would lead to successful outcomes. References to historical policy decisions serve as examples.

Maier, N. R. (1963). ***Problem-solving discussions and conferences: Leadership methods & skills.*** New York: McGraw-Hill.

This book deals with research on improving the effectiveness of a leader's performance in group problem solving and decision making. This volume integrates these studies with earlier research on problem solving and frustration. The principles of group behavior that are used by leaders and how they may serve to improve meetings is the subject of this book.

March, J. G., & Weissinger-Baylon, R. (1986). ***Ambiguity & command: Organizational perspective.*** Marshfield, MA: Pitman Publishing Inc.

This book is about military decision making under conditions of ambiguity, situations where objective, technology, or experience are unclear and where solutions and problems are joined together. The intent is to explore whether theories of decision making under ambiguity, developed through observations of nonmilitary organizations, might contribute to understanding and improving some aspects of command decision making in the Navy.

Vroom, V. H., & Jago, A. G. (1988). ***The new leadership: Managing participation in organizations.*** Englewood Cliffs, NJ: Prentice Hall.

The significance of the power sharing of leaders with their constituents and staff members, and its impact upon cultivating participation and influence in organizations is measurable, say the authors. Intended for use by several different audiences, the book presents a model for measuring situational leadership. Chapters 2 through 4, and 8 through 12 are of particular interest to managers. Academic readers will want to look closely at chapters 6 through 12. Leadership trainers will find chapters 6 and 8 through 13 useful. Appendices expand upon the meaning of measurements and definitions.

Vroom, V. H., & Yetton, P. W. (1975). ***Leadership and decision making.*** Pittsburgh, PA: University of Pittsburgh.

This book is written for scholars, researchers, managers or administrators who share an interest in leadership, decision making and organizational behavior. Central to all the research reported in this book is the role of situational differences as determinants of the choice of a decision process. A summary of the major findings and how they relate to other approaches in the study of leadership is provided.

ETHICS

ARTICLES

Christie, R. (1970, November). **The Machiavellis among us.** *Psychology Today*, pp. 82-86.

Various experiments were conducted to determine an individual's level of Machiavellianism. Characteristics of both high and low Machiavellian individuals are given. A true Machiavellian is not concerned with morality, is cool and detached from other people and is more concerned with the means than the ends.

NEW Covey, S. R. (1991). **Leading by compass.** *Executive Excellence, 8*(6), 3-5.

Principles are self-evident, self-validating natural laws which serve as a compass in our lives, providing vision and direction. Values reflect our cultural influences, personal discoveries and family scripts. Values are like "glasses" through which we see the world and evaluate, prioritize, judge and behave. Principles are objective and external. Values are subjective and internal and, therefore, subject to change. Centering on unchanging principles brings permanency and power into our lives. Covey offers models for principle-centered leadership.

Kelly, C. M. (1987). **The interrelationship of ethics and power in today's organizations.** *Organizational Dynamics, 16*(1), 4-18.

The focus of this article is on Kelly's analysis of the "Destructive Achiever." The "destructive achiever has the charisma of a leader, but lacks his operational values; this achiever's net effect on the long-term welfare of the organization is negative." The author identifies three types of Destructive Achievers, and discusses their influence and negative impact on an organization. Kelly concludes that leadership must remain vigilant for counterproductive behaviors. Dialogue, values discussion and active participation within the organization are required.

Wallace, D., & White, J. B. (1988). **Building integrity in organizations.** *New Management, 6*(1), 30-35.

An audit of organizational ethics reveals common gaps between desired behavior and actual practice. The authors identify nine lessons which are considered the most important factors that determine an organization's climate of integrity. Also identified are seven commonly held assumptions that turn out to be dangerous myths.

BOOKS

Badaracco, J. L., Jr., & Ellsworth, R. R. (1989). ***Leadership and the quest for integrity.*** Boston: Harvard Business School Press.

This book poses the question, "How do managers deal with the messy realities and trade-offs of today's business world?" Intending to challenge traditional beliefs about leadership, the authors conducted lengthy interviews with the CEOs of Citicorp, Du Pont, Johnson & Johnson, Colgate-Palmolive and other major companies. Their experiences provide insight into how managers can juggle their responsibilities to the organization with their personal beliefs, their behavior and their vision for the future of the organization. It is the consistency with which they balance their visions, intentions, and actions that equals integrity. This consistency, claim the authors, is the truest path to leadership.

NEW Bellingham, R., & Cohen, B. (1990). ***Ethical leadership: A competitive edge.*** Amherst, MA: Human Resource Development Press.

Ethical issues facing business today are: protecting the environment; health and safety; quality of product or service; and relations with employees, customers and community. Based on a 1988 international survey of 300 executives, Bellingham and Cohen have devised a range of ethical goals. At the low end is "staying out of trouble." The ideal is "becoming an ethical exemplar." The authors suggest action steps to achieve the highest goals and list exemplars who have found that ethical practices do result in long-term business success.

Bick, P. A. (1988). ***Business ethics and responsibility: An information sourcebook.*** Phoenix, AZ: Oryx Press.

This annotated bibliography covers a broad range of materials available on the topics of corporate social responsibility and business ethics. As no company or institution is exempt from social, political and environmental issues facing communities, countries and nations globally, it is imperative that organizations be well aware of their responsibility to maintaining ethical standards in their business practices. With this in mind, the author covers, by subject, material which addresses ethics in the areas of advertising, finance, management, marketing, accounting and other areas.

NEW Covey, S. R. (1991). ***Principle-centered leadership.*** New York: Summit Books.

Principles are "natural laws and governing values that are universally valid," such as fairness, equity, justice, integrity, honesty and trust. Leadership is the ability to apply these principles to problems, resulting in quality, productivity, profitability and win-win relationships. Covey has designed models of alternative life and organizational centers, leadership levels, maturity continuum, power process, conditions of empowerment, management paradigms and learning environments. At the center of the models are principles, like a compass guiding the way.

NEW Francis, D., & Woodcock, M. (1990). ***Unblocking organizational values.*** Glenview, IL: Scott, Foresman.

Managers' values shape the destiny of an organization. Whether success is defined as profitability or as contribution to society, values create a strong foundation for setting and achieving goals. Effectiveness, fairness, economy, teamwork and opportunism are among the 12 basic values examined. A questionnaire is included to analyze and clarify an organization's values. Practical steps at the end of each chapter guide leaders toward setting values into action.

NEW Hall, B. P., & Thompson, H. (1980). ***Leadership through values: A study in personal and organizational development.*** New York: Paulist Press.

Hall has conducted 13 years of research on value theory in personal development, religious and educational organizations and international management situations. His theory of consciousness and value development has been used in urban planning, human resource development and establishment of organizational culture. "Competent, caring persons can humanize our institutions and harness our technologies. In cooperation with others who care, they can seek to restore harmony to our natural world, to our inner worlds, and among our human communities." Seven leader-followership styles are described.

NEW Hitt, W. D. (1990). ***Ethics and leadership: Putting theory into practice.*** Columbus, OH: Battelle Press.

Leaders have considerable influence on the ethical conduct of their people when they transform vision into action, empower others and use their own power to achieve worthwhile ends. This book is intended to help managers understand ethics, make ethical decisions and promote ethical conduct. Values are described as beliefs which guide behavior toward meeting goals. Examples, practical suggestions and exercises illustrate traditional American values, organizational values and personal values, ethical conflicts, styles and systems. An organizational code of ethics is proposed.

Lombardo, M. M. (1986). ***Values in action: The meaning of executive vignettes*** (Tech. Rep. No. 28). Greensboro, NC: Center for Creative Leadership.

The premise of this paper is that organizational and individual values are cemented not only through grand events, but also through small ones. These vignettes or episodes are vividly remembered even decades later. This paper attempts to show that these vignettes collectively have major significance for organizations, and what they signify needs to be managed to enhance individual and organizational effectiveness.

Srivastva, S. (Ed.). (1988). ***Executive integrity: The search for high human values in organizational life.*** San Francisco: Jossey-Bass Publishers.

Twelve leading scholars in the field of organizational behavior examine the role integrity plays or could play in contemporary organizational thinking and decision making. From Michael Maccoby's inventive "Integrity: A fictional dialogue," to the empirically based "Reciprocal integrity: Creating conditions that encourage personal and organizational integrity," by Chris Argyris and Donald Schon, this collection of original essays should appeal to academics, executives, students and individuals concerned about ethical thinking in the corporate environment.

Walton, C. C. (1988). ***The moral manager.*** Cambridge, MA: Ballinger.

How does the ethical manager tackle the hard questions that decision makers must ask? "If knowing what's right doesn't necessarily mean doing what's right, how is virtue instilled in managerial development?" "How can we keep vital those organizational values that brought success in the first place?" The author brings to this work two original features that make this book useful. An ethics quiz at the start of each chapter encourages readers to challenge their own belief systems while they feel the pressure of ethical dilemmas. In addition, scenarios found throughout the book draw out the often conflicting values managers must weigh in their work.

POWER AND INFLUENCE

ARTICLES

Ashour, A. S., & Johns, G. (1983). **Leader influence through operant principles: A theoretical and methodological framework.** *Human Relations*, *36*, 603-626.

Literature on learning and leadership is reviewed. This article discusses a leader's influence on subordinate motivation and behavior acquisition. Operant theory is used to explain leader influence. Suggestions for research in the leader reinforcement are discussed.

Kotter, J. P. (1978). **Power, success, and organizational effectiveness.** *Organizational Dynamics*, *6*(3), 26-40.

Kotter describes power in organizations: how people acquire and manage power; why success in some jobs depends on power-oriented behavior, but in other jobs does not; and how and why successful power-oriented behavior can work for or against the overall interests of the organization.

NEW Neilsen, E. H. (1986). **Empowerment strategies: Balancing authority and responsibility.** In Srivastva, S., *Executive power* (pp. 78-110). San Francisco: Jossey-Bass.

Neilsen recognizes a growing gap between the responsibilities of a typical executive and the authority granted by this person's subordinates. To close the gap, an executive can accumulate more personal power or can empower subordinates to share the responsibilities, using their power on the executive's behalf. Neilsen offers a model of leadership styles needed to empower members through five stages of group development.

Salancik, G. R., & Pfeffer, J. (1977). **Who gets power—and how they hold on to it: A strategic-contingency model of power.** *Organizational Dynamics*, *5*(3), 2-21.

Power adheres to those who can cope with the critical problems of the organization. As such, power is not a dirty secret, but the secret of success. This article argues that traditional "political" power, far from being a dirty business, is one of the few mechanisms available for aligning an organization with its own reality.

BOOKS

NEW Cohen, A. R., & Bradford, D. L. (1990). ***Influence without authority.*** New York: John Wiley & Sons.

Techniques are outlined for motivating peers, superiors and subordinates to lend support and share resources. Case scenarios exhibit the right and wrong paths to understanding your allies, mutual exchange, building effective relationships, becoming a partner with your boss and playing hardball. The authors differentiate between manipulation and influence.

Cuming, P. (1981). ***The power handbook.*** Boston: CBI Publishing.

This book examines the concept of power and its effect on organization. The six kinds of power, influence and manipulation are covered in direct, easy to understand chapters. A good book for lecture material; it also has various exercises and profiles to use with organizations or classes.

NEW Hagberg, J. (1984). ***Real power: The stages of personal power in organizations.*** Minneapolis: Winston Press.

Personal power is derived from external sources (expertise, titles, degrees, authority) and from internal sources (introspection, personal struggles, accepting and valuing self). Hagberg presents a model of the six stages of personal power: powerlessness, power by association, power by symbols, power by reflection, power by purpose and power by gestalt. Each stage is demonstrated with applications to life and work situations. Summary pages may be photocopied. Questionnaires allow the reader to evaluate personal stages.

Jouvenal, Bertrand de (1949). ***On power: Its nature and the history of its growth.*** New York: The Viking Press.

This is a classic work on the origins of power and the history of its development. Divided into what the author terms as books, each section delves into a particular aspect of the use and meaning of power. Book I examines the origins of civil obedience as well as the growth of sovereignty as a divine and political right. Subsequent sections study the notions of the power of command in time of warfare and explore the use of power in controlling social order. Later sections discuss how power may appear to change through revolution and new government when in fact its essential nature remains constant. The issue of limited vs. unlimited power, as in the choice between liberty or security, is discussed.

Kennedy, D. M., & Parrish, M. E., General editors (1986). ***Power and responsibility: Case studies.*** San Diego, CA: Harcourt Brace Jovanovich.

The essays in this volume seek to illuminate factors of the complex relationship between leaders and all those followers. The aim is to explain more than simplify the personality traits of several leaders or the techniques of power-wielding. Examines nine case studies of the pursuit and exercise of power in modern America.

Korda, M. (1976). ***Power: How to get it, how to use it.*** New York: Ballantine Books.

As Korda sees it, life is a series of power plays—from office politics to bargaining with the clerk in a fruit stand. Consequently, he offers guidance in understanding power and developing methods for assuming and exerting it.

Lukes, S. (1975). ***Power: A radical review.*** Atlantic Highlands, NJ: Humanities Press International.

Lukes presents what he terms a three-dimensional model of power which, among other things, adds to the model the concepts of "real interests" and "latent" conflict. This study is of the less visible dimensions of power.

McClelland, D. C. (1979). ***Power: The inner experience.*** New York: Irvington.

The author is primarily concerned with major personal and national motives, such as the need for Power, the need for Achievement, and the need for Affiliation, as they are revealed in personal and group fantasies. Using modern techniques of measurement, the author tests and validates the theory of psychosexual and psychosocial development. Detailed findings are provided. National motivational characteristics are explored as to where they fit in a psychosocial power drive.

Zaleznik, A., & Kets de Vries, M. F. R. (1975). ***Power and the corporate mind.*** Boston: Houghton Mifflin.

The basis for this book is the clinical perspective of psychoanalysis. It continues the work begun with earlier publications and leads the way to further communications on the psychodynamics of leadership and organizations. The author contends that understanding how leaders accumulate and use power is a special and continuing requirement of a democratic society.

TRAINING, EDUCATION AND DEVELOPMENT

GENERAL WORKS

ARTICLES

Cronin, T. E. (1984). **Thinking and learning about leadership.** *Presidential Studies Quarterly, 14*, 22-34.

The author discusses his ideas on leadership and education for leadership. Leadership qualities and characteristics are examined.

Elsner, P. A. (1984). **Meeting the challenges with new leadership development programs.** *New Directions for Community Colleges, 12*(2), 33-40.

Elsner explores assumptions about the nature of leadership, change and the future with a view toward identifying realistic organizational activities that community college leaders can undertake.

Gardner, J. W. (1987). **Leadership: The role of community colleges in developing the nation's young potential leaders.** *Community, Technical and Junior College Journal, 57*(5), 16-21.

Gardner recognizes diversity in leadership styles and describes basic qualities which contribute to effective leadership. He makes recommendations for developing community college leadership programs based on three requirements: schools support broad liberal arts education; schools encourage student participation in group activities; and students be given opportunities to lead.

Hayes, J. L. (1981, May). **Preparing future leaders.** *Management Review*, pp. 2-3.

The key to developing new leaders is the chance for young people to have a job in which they can practice the skills learned in college. In order to be a successful leader in the year 2005, leaders must be able to handle all media effectively. The key to management is practice.

Jones, J. D. (1979). **Alternative methods of assisting students in developing leadership skills.** *NASPA Journal, 17*(2), 49-57.

Jones reports results of a national survey on methods used to develop leadership skills.

Lindsay, B. (1988). **A lamp for Diogenes: Leadership giftedness and moral education.** *Roeper Review, 11*, 8-11.

The recognition of moral education as an important component of the total curriculum for gifted students is discussed. The author addresses the tensions and paradoxes of defining and implementing such a program.

Lombardo, M. M. (1982). **How do leaders get to lead?** *Issues & Observations, 2*(1), 1-4.

The opportunity to exercise skills and latent capabilities is the crucial factor in the development of leaders. Some practical suggestions for ways to create opportunities for more managers are presented.

NEW Manz, C. C., & Sims, H. P., Jr. (1991). **SuperLeadership: Beyond the myth of heroic leadership.** *Organizational Dynamics, 19*(4), 18-35.

SuperLeadership is defined as leading others to lead themselves. As the tendency toward participatory management grows in today's workplace, the need for strong leadership increases. Manz and Sims suggest that facilitation of self-leadership maximizes workers' contributions, thus increasing leadership effectiveness. Seven steps to become a SuperLeader are outlined. Examples are given of organizations with different leadership styles, including examples of successful SuperLeadership.

Marsick, V. J., & Cederholm, L. (1988). **Developing leadership in international managers—an urgent challenge!** *Columbia Journal of World Business, 23*(4), 3-11.

Managers working in the international marketplace are challenged with new ways of leading, decision making and doing business. In light of these demands, the authors draw on a model developed by a Swedish research institute to describe the principles and advantages of "Action Learning." This article "introduces both theory and experience with Action Learning as a means to develop transformational leaders in the global market." The authors cite evidence that Action Learning has shown to be an effective and viable model for developing international managers.

Miller, W. C. (1984). **Can leaders be developed?** *Training, 21*(6), 86.

The author describes feelings about today's need for more leadership skills. He states differences between leading and management functions. Several goals for more effective leadership are discussed and comparisons of daily responsibilities between managers and leaders are drawn. Some of the skills effective leaders must learn are listed and explained.

Moore, K. M. (1982). **The role of mentors in developing leaders for academe.** *Educational Record, 63*, 23-27.

Moore discusses formalizing the mentor process by establishing mentor programs to aid the identification and development of promising administrators.

Passow, A. H. (1988). **Styles of leadership training . . . and some more thoughts.** *Gifted Child Today, 11*(6), 34-38.

The first part of Passow's article addresses the need for developing a clear conception of leadership as it relates to university training. He outlines the areas for which leaders in the field of educating the gifted and talented need insight and understanding. The second portion of the article focuses on the process of training gifted students for leadership.

Petrie, T. A., & Burton, B. (1980). **Levels of leader development.** *Educational Leadership, 37*, 628-631.

Leadership is conceived of as a sequence of five levels of activity. The levels are analyzed to determine tasks associated with each level and the technologies available to help leaders acquire the necessary skills.

NEW Schriesheim, C. A., & Neider, L. L. (1989). **Leadership theory and development: The coming "new phase."** *Leadership & Organization Development Journal, 10*(6), 17-26.

The authors suggest that much leadership development work, based on current and past approaches, does not seem to work. New research directions, which promise to change this situation, are summarized. Three major trends are: leadership as one aspect of management, interpersonal influence processes and broader conceptualizations of style.

Sergiovanni, T. J. (1979). **Is leadership the next great training robbery?** *Educational Leadership, 36*, 388-402.

Sergiovanni critically examines the concept of leadership and the viability of leadership training.

Sinetar, M. (1981, March). **Developing leadership potential.** *Personnel Journal, 60*, 193-196.

Selecting managers with high leadership quotients is only part of an organization's task. The other part—a developmental process—is not immediately actualized. Grooming managers for effective interpersonal functioning is a key adjunct to any selection process. The article defines leadership, the skills, traits and behavior, and poses questions regarding teaching leadership. Sinetar also explores leadership training criteria and the selection and training of leaders.

Stockdale, J. B. (1983). **Educating leaders.** *Washington Quarterly, 6*, 49-52.

The author suggests that a return to the basics of history and philosophy will provide today's leaders with the wisdom to solve everyday difficulties. The author further states that an effective leader should possess five traits. He should be a moralist, a jurist, a teacher, a steward and a philosopher. The author feels that "leadership traits can only be tested in a real life crisis."

Tetrault, L. A., Schriesheim, C. A., & Neider, L. L. (1988). **Leadership training interventions: A review.** *Organization Development Journal, 6*(3), 77-83.

This article is a review of the five major leadership models used in leadership training interventions: Blake and Mouton's (1978) Managerial Grid; Hersey and Blanchard's (1977) Situational Leadership model; Leader Match concept by Fiedler, Chemers and Mahar (1976); Graen's Leader-Member Exchange; and Vroom and Yetton's Contingency model (1973). The authors discuss the degree of effectiveness these individual programs offer, as well as the drawbacks associated with these specific models. The larger question regarding the effectiveness of leadership training, in general, is addressed.

Vicere, A. A. (1987). **Break the mold: Strategies for leadership.** *Personnel Journal, 66*(5), 66-73.

The author recognizes the importance of the human resources manager and provides a three-step development program aimed at moving a senior human resources executive into a position of leadership and influence. The following three steps are outlined: Assess strategic human resources leadership skills; develop a program of organizational integration, intended to rotate the individual through various staff and line management positions; and create a program of staff development once the individual has been exposed to the organization.

Wood, J. T. (1977). **The leader's brief: Teaching an adaptive approach to leading.** *Communication Education, 26*, 354-358.

Woods presents an alternative method, the adaptive approach, of training leaders which focuses on the leader's ability to analyze the unique group members and situation and adapt his or her own behavior to meet the circumstantial requirements. He introduces the Leadership Brief as a technique for applying this approach.

Youngs, B. B. (1983). **Identifying and developing prospective school leaders.** *NASSP Bulletin*, *67*(467), 98-106.
Youngs describes a model for developing leadership potential in education using specialized assessment scales and one-to-one conferences.

BOOKS

Argyris, C. (1976). ***Increasing leadership effectiveness.*** New York: Wiley.
This book is a description and analysis of a learning seminar designed to teach top-level executives over a long period how to modify their approach to the world—shifting from emphases on control, winning and rationality, to concern for valid information, free and informed choices and expression of feeling. Argyris links his theory of "double loop learning" to the concept of leadership effectiveness.

Bradford, D. L., & Cohen, A. R. (1984). ***Managing for excellence: The guide to developing high performance in contemporary organizations.*** New York: Wiley.
This book is aimed at managers who are interested in a model of management that the authors contend can move the manager's department "to a state of excellence." Utilizing their own observations along with gleanings from the management literature, Bradford and Cohen develop a model of leadership. To hone it, they apply their concepts in middle management workshops totaling over 200 participants.

Bursk, E. C., & Blodgett, T. B. (1971). ***Developing executive leaders.*** Boston: Harvard University Press.
This is the fourth and final volume of articles selected from the Harvard Business Review for the series in business administration. It brings together sixteen articles concerned with improving administrative competence while broadening the manager's viewpoint.

Champion, J. M., & James, J. H. (1989). ***Critical incidents in management: Decision and policy issues*** (6th ed.). Homewood, IL: Richard C. Irwin.
Designed as an instructional and educational tool for "students in all stages of professional development," this book has application for educators involved in traditional classroom courses as well as management training and executive leadership personnel. The book is comprised of 50 incidents which illustrate the variety of issues facing today's management. The situations take place in various settings including business, government, health care and education. The first 40 incidents include: Description of the incident; critiques written by academicians; observations made by the authors of the book; discussion items; and suggested readings. The last 10 incidents are without critiques.

Cribbin, J. J. (1982). ***Leadership: Strategies for organizational effectiveness.*** New York: AMACOM.
This book seeks to help you improve your leadership competence, based on examining some of the more significant research findings, reflecting on how different

leaders have coped with a variety of situations and formulating a leadership development program custom-tailored to you and your milieu.

Fiedler, F., & Chemers, M. M. (1977). ***Improving leadership effectiveness: The Leader Match concept*** (2nd ed.). New York: Wiley.

The authors tell how to identify your leadership style and match it with the situation in which you perform best. They offer guidelines on how to change a situation to strengthen your leadership effectiveness.

Gilmore, T. N. (1988). ***Making a leadership change: How organizations and leaders can handle leadership transitions effectively.*** San Francisco: Jossey-Bass.

The author provides tips on how managers and executives in new positions can quickly take charge. He offers insights on dealing with "the inheritance" left behind by former leaders, and illustrates, for new leaders, how to avoid being caught up in the daily operating routine before having a chance to explore new directions. The ways to bridge lines of communication with existing staff while delegating responsibility, as well as building an effective team and winning their commitment, are outlined. Gilmore also covers the topic of conducting a search for a new leader. The appendix provides a biographical interview sample.

Gordon, T. (1977). ***Leader effectiveness training.*** New York: Bantam Books.

This book can be used as a text for some leadership classes. It examines many of the components of leadership in an easy-to-read format and relies heavily on the concept of active listening.

Heasley, D. K. (Ed.). (1989?). ***Extension leadership development resources: U.S. and Canada bibliography.*** University Park, PA: Pennsylvania State University. Northeast Regional Center for Rural Development.

This bibliography of resource materials was developed by a group that was formed at a 1986 conference on community leadership sponsored by the USDA Extension Service. Their goal was to put together a publication that would summarize the materials and resources for development that had been developed by local Extension Services throughout the U.S. and Canada. The book consists of responses by these agencies to a survey designed to gather specific data about each "leadership development resource" in use by these agencies; the information gathered includes title of the resource, audience, format, focus, author, availability and price.

Johnston, J. S., Jr. et al. (1986). ***Educating managers: Executive effectiveness through liberal learning.*** San Francisco: Jossey-Bass.

This book draws on extensive research and management studies to provide business professionals with a clear picture of the special qualities liberally educated managers offer—such as strong management, decision making and problem-analysis capabilities, as well as creativity. The book offers administrators and faculty guidance on effectively integrating business education with liberal learning.

NEW Kaplan, R. E., Drath, W. H., & Kofodimos, J. R. (1991). ***Beyond ambition: How driven managers can lead better and live better.*** San Francisco: Jossey-Bass.

The authors' research with CEOs and managers reveals that leadership development is based more on personal growth than on behavioral change. Executives were analyzed by themselves, co-workers, current families and original families, to determine inner characters. They explain the challenge of gaining self-awareness and how expansive character and elevated position can create executive performance problems. Through stories of real people and three case studies, the authors exhibit the process of character shift and evolution into more effective leadership and personal happiness.

Lindsey, E. H., Homes, V., & McCall, M. W., Jr. (1987). ***Key events in executives' lives*** (Tech. Rep. No. 32). Greensboro, NC: Center for Creative Leadership.

This report is designed for those individuals who are concerned with the development of executive talent. Drawing on information gathered from over 191 successful executives from six major corporations, this book systematically examines the key events and pivotal experiences which have contributed to these individuals' "high potential" designation.

Manz, C. C., & Sims, H. P., Jr. (1989). ***Superleadership: Leading others to lead themselves.*** New York: Prentice Hall.

With this work Manz and Sims challenge the traditional authority-based concept of management theory. Building on Manz's earlier concept of "self-leadership," which posits that the highest performance comes from those who lead themselves, the "superleader" is seen as one who teaches others to lead themselves. Written for the practicing manager, the book provides behavioral and cognitive strategies to facilitate this goal. Eisenhower, William McKnight, Joe Paterno and Ruth Randall are profiled as individuals embodying the spirit of the superleader ideal.

Margerison, C. J., & Roden, S. (Eds.). (1987). ***Management development bibliography.*** Bradford, West Yorkshire, England: MCB University Press.

The editors have put together a bibliography of articles on or related to the topic of management development. A useful introduction reviews and summarizes each of the twelve categories of articles included. Within each of these introductions the authors provide a brief list of "key articles," and tell just what is included in the section. Unfortunately, the bibliography is not annotated, nor are the main sections further subdivided, so one must wade through long lists of citations to find specific subjects of interest.

McCall, M. W., Jr., Lombardo, M. M., & Morrison, A. M. (1988). ***The lessons of experience: How successful executives develop on the job.*** Lexington, MA: D. C. Heath and Co.

"Where do successful business leaders come from?" "How do they learn the skills that propel them to the top of their companies?" In pursuit of answers, these authors sought out top executives across the U.S. and asked them about the work experiences which had the greatest influence on the direction of their careers. By examining these career profiles and evaluating them in a systematic manner against current research in the fields of learning and human motivation, the authors reveal surprising answers to what actually shapes the managerial lives of individuals with executive leadership potential.

McCauley, C. D. (1986). ***Developmental experiences in managerial work: A literature review*** (Tech. Rep. No. 26). Greensboro, NC: Center for Creative Leadership.

As part of an ongoing research project on executive growth and learning, researchers at the Center for Creative Leadership interviewed successful executives about important events in their careers. The purpose of this paper is not to provide an extensive presentation of the CCL research, but to take a look at past research studies in the context of the CCL research.

Nejedlo, R. J., & Powell, J. A. (1982). ***Mentoring and networking: An annotated bibliography.*** Alexandria, VA: Association for Counselor Education and Supervision.

The objective of this text is to provide a general annotated bibliography on mentoring and networking, primarily from the education literature.

Olmstead, J. A., & Galloway, D. R. (1980). ***Management and supervisory training: A review and annotated bibliography.*** Alexandria, VA: Human Resources Research Organization.

Topics included in the bibliography are the effectiveness of various training methods for improving knowledge and awareness, changing attitudes and skills, and improving on-the-job performance.

Porter, L. W., & McKibbin, L. E. (1988). ***Management education and development: Drift or thrust into the 21st century?*** New York: McGraw-Hill.

Based upon interviews from an extensive sampling of respondents—students, faculty, curriculum coordinators, business owners, managers and corporate executives—the current direction of management education and development was examined in light of the changes anticipated in society over the next 30 years. The particular areas examined were business education degree programs, student composition, faculty, special areas of research and lifelong learning programs targeted for top level managers and executives.

NEW Ruderman, M., & Ohlott, P. (1990). ***Traps and pitfalls in the judgment of executive potential.*** Greensboro, NC: Center for Creative Leadership.

Ruderman and Ohlott report on the process of identifying high potential employees. Organizations can profit from early identification by offering these employees enhanced developmental opportunities. Supervisors' personal values or employees' personal traits are among common biases that lead to misidentification. Suggested are objective criteria for identification, such as job behavior categories, internal talent scouts, multiple data and appropriate framing of screening questions.

Stewart, R. (1976). ***Contrasts in management: A study of different types of managers' jobs, their demands and choices.*** New York: McGraw-Hill.

This book addresses primarily those who have to select and train managers, and those who seek to evaluate their jobs. It also addresses any manager who is interested in the nature of his job, in trying to do it better by understanding the choices that it offers him, or in seeking to plan his career. The contrasts between managers' jobs is also addressed.

COURSE AND PROGRAM DESCRIPTIONS

ARTICLES

Bauer, B. G., & Anderson, W. P. (1985). **Leadership enhancement: The Chancellor's leadership class.** *Journal for Specialists in Group Work*, *10*(1), 14-18.

The authors present a model detailing issues to be considered when developing a structured group experience to enhance leadership skills in college students. Issues include time constraints, deciding on topics and individualizing topics.

Brechtel, J. B., et al. (1982). **Leaders in high schools?** *Community and Junior College Journal*, *52*(7), 29-30.

Delgado Community College's leadership training seminar was offered to 40 high school students. The seminar identified student leadership styles and worked on students' team-building, organizational and planning skills. Brechtel offers guidelines for setting up similar programs.

Butler, D. C. (1979). **Improving management practices through leadership training.** *Public Personnel Management*, *8*, 134-136.

With more and more responsibility being given to city governments and at the same time more and more budget cuts, Bowling Green has come up with a training program to teach city administrators the team management concept.

Clark, K. E. (1985, March). **Teaching undergraduates to be leaders.** *American Association of Higher Education Bulletin*, pp. 11-14.

This article explores the current situation in the education process of developing leaders. Research and workshops conducted at the Center for Creative Leadership are described, along with several important course offerings at various colleges and universities. Calls "for colleges to challenge students to develop their capabilities to the fullest, to learn how organizations function and can be led, and to understand the necessity for accommodating the interest of others . . . "

Ekpo-Ufot, A. (1979). **A course in leadership and human relations.** *Journal of European Industrial Training*, *3*(4), 21-24.

This article highlights a management training course in leadership and human relations at the University of Lagos (Nigeria). It includes the initial participant questionnaire on home organizations' goals, psychological testing, assignments, study group interaction, lectures, games, feedback and evaluation. The course objective is to develop effective leadership skills and attitudes toward organizational human relations.

Follis, H., & Feldhusen, J. (1983). **Design and evaluation of a summer academic leadership program.** *Roeper Review*, *6*, 92-94.

The Purdue Academic Leadership Seminar is a two-week summer residential program for high school students emphasizing both academics and leadership training. This article describes the organization of the program, student selection procedures, staffing and other aspects of the program.

NEW Galagan, P. A. (1990). **Execs go global, literally.** *Training & Development Journal, 44*(6), 58-63.

The University of Michigan's Global Leadership Program is a cross-cultural, action-learning experience for top executives. For five weeks, teams of American, Japanese and European executives learn global business strategies for joint ventures and alliances. Participants gain understanding of geopolitical forces and their relationship to business. Teams participate in negotiation workshops, outdoor challenges and business opportunity assessments in foreign countries.

Gregory, R. A., & Britt, S. K. (1987, Summer). **What the good ones do: Characteristics of promising leadership development programs.** *Campus Activities Programming*, pp. 33-35.

Reports the result of a survey conducted by the Center for Creative Leadership of the leadership education efforts of over 1300 higher education institutions nationwide. The study showed almost 500 leadership programs offered by the nation's colleges and universities.

Kaye, B. L., & Scheele, A. M. (1975). **Leadership training.** *New Directions for Higher Education, 3*(3), 79-93.

A survey of 60 programs to prepare women for leadership in business and education identifies two distinct types of skills training (lifebuilding skills, and technical and managerial skills) and offers ideas to institutions planning leadership programs. Six model programs are described and 24 are listed in the bibliography.

Maher, R. (1984). **Fostering student leadership: One school's approach.** *Spectrum, 2*(4), 26-28.

Maher describes a year-long leadership course at Lakeland High School (Shrub Oak, New York) initiated by students. Designed as part of the regular curriculum, the course begins with self-development and proceeds to community service projects.

NEW Morrill, R. L., & Roush, J. A. (1991). **Leadership education: A new threshold.** *National Forum, 71*(1), 26-28.

In response to the need for compassionate, knowledgeable and dedicated leaders, higher education has begun to offer courses in leadership studies and to expand opportunities for leadership experience in campus organizations and in the community. The University of Richmond has developed a leadership-studies program as a result of a $20 million challenge and gift by Mr. and Mrs. Robert S. Jepson, Jr. In the fall of 1992, the first class of students will begin work towards an undergraduate degree in leadership studies, the first of its kind in the nation. The school's major developments and commitments are outlined.

Sisk, D. A. (1988). **Leadership development for cross-cultural understanding.** *Gifted Child Today, 11*(6), 31-33.

The author expresses the need to prepare and educate students to meet the demands of a multi-cultural society. Drawing on this need, a 10-day program, with graduate and undergraduate students from 16 countries, was sponsored by the Agency for International Development and the National Council for International Visitors, coordinated by Creativity, Innovation and Leadership, University of South Florida. Kolb's learning cycle (concrete experience, reflective observation, abstract conceptualization and active experimentation) served as a model for conducting the seminar proceedings. This article observes the outcome and success of the seminar.

NEW Staff. (1990). **Leadership programs: A sampler.** *Liberal Education*, *76*(1), 42-48.

Ten training and experiential programs for leaders in higher education are outlined. Programs for early to mid-career administrators feature internships, networks, seminars, conferences, publications and activities. Programs for highest level administrators feature reflection of institutional mission, enhancement of vision and renewal of intellectual confidence. Several programs focus on development and advancement of women and minority administrators. Application information, contact names and addresses are included.

BOOKS

Billy, C. (Ed.). (1988). ***Bricker's international directory: University executive programs*** (19th ed.). Princeton, NJ: Petersons Guides.

This directory is designed to help upper-level management and executives select management programs most appropriate to their needs. Especially worthy of comment is the index to programs by category and country. The programs are listed under subject headings such as General Management and Leadership and Organization. They are then arranged by geographical location. Each program profile is listed by the name of its host institution. The information given with each description includes program location, duration, profile of participants, subject matter, methods of instruction, calendar of sessions, tuition, faculty, facilities, special features and the name of the official contact person.

Brown, P. (1986). ***National leadership programs resource guide.*** Burlington, VT: University of Vermont, The Leadership Task Force of Commission IV.

The information in this guide was gathered from a resource survey mailed to over 450 institutions, including community colleges, colleges and universities. The first section provides a composite of programs offered at various institutions. The second section provides a contact person for each institution listed. The last section is an annotated listing of pertinent resources.

Gale Research Inc. (1991). ***Seminars directory*** (2nd ed.). Detroit, MI: Gale Research.

This yearly guide is a comprehensive listing of approximately 8,000 seminars and workshops held in the United States and Canada. Although it covers a variety of topics, the seminars of most interest to readers of this Source Book will be found under the headings of Communications, Human Resource Management, Interpersonal Skills and Management. Information included for each seminar or workshop includes title, address, phone, description, location, cost and (for some entries) participant evaluations.

Heasley, D. K. (Ed.). (1986). ***Directory of state-wide rural and agricultural leadership programs.*** University Park, PA: Pennsylvania State University Press.

Heasley describes current and earlier leadership programs jointly sponsored by the W. K. Kellogg Foundation and Cooperative Extension Service agencies. He also includes descriptions of 12 related programs not sponsored by the Kellogg Foundation.

Murphy, J., & Hallinger, P. (1987). ***Approaches to administrative training in education.*** Albany, NY: State University of New York Press.

This book is directed at a variety of audiences: leadership academics, students of educational administration, professors, staff developers, practitioners, policymakers and staff members of principal centers. Practical information is provided on a wide selection of training programs. Presenting a diversity of training models, the authors have attempted to build upon what has been learned in the past by placing these models into an historical perspective. Those involved in implementing and developing administrative training programs throughout the sphere of educational administration should find this text of special interest.

NEW NSIEE. (1991). ***National directory of internships.*** Raleigh, NC: National Society for Internships and Experiential Education.

This directory lists internship opportunities in 75 fields for college, graduate and high school students, as well as for people who are not in school. Entries include the organization and address, a description of the internship, eligibility requirements and application details. Indices and overall organization provide access by field of interest, organization type and name and geographic area.

Northeast Regional Center for Rural Development (Date?). ***Community leadership development: Implications for extension.*** University Park, PA: The Northeast Regional Center for Rural Development.

The major objectives of this publication are to share the information gained from the survey on CES staff involved with community leadership (CL) efforts, to summarize recent national efforts that can be useful in developing and conducting CL programs, to summarize current leadership theory and literature and to provide a directory of current leadership programs.

Pence, E., & Reed, N. (1983). ***State-of-the-art in management development in the United States*** (NTIS Tech. Rep. No. AD A130 583). Ft. Belvoir, VA: Defense Systems Management College.

The purpose of this report is to assess the state-of-the-art in contemporary American executive development and training and to highlight areas for application in the Department of Defense.

Rich, P., & Garino, A. (1979). ***Programs for training citizen leaders: A national survey.*** St. Louis, MO: League of Women Voters. Citizens Information Resource Center.

Various types of citizen training programs were surveyed by the staff of the St. Louis Leadership Program to determine the characteristics of a successful program. Findings covered purpose and philosophy, clients, program content, training techniques, funding and evaluation.

Roberts, D. C. (1981). ***Student leadership programs in higher education.*** Carbondale, IL: ACPA Southern Illinois University Press.

This book examines the rationale behind leadership development programs in higher education. Specific types of leadership programs and special population needs comprise the bulk of the book. The individually written chapters provide different perspectives while establishing key contact people in the field. This volume should be included in every leadership library.

Simonds, P. W. (1988). ***A beginner's guide to leadership training programs.*** Columbia, SC: NACA Educational Foundation. National Association for Campus Activities.

This guide examines three important areas of student leadership training. It first presents a brief history of leadership theory and leadership training programs for higher education. Secondly, information is provided on what other colleges and universities have done in the past with leadership training programs. Last, a general guide is offered as a tool for the development of a variety of leadership training experiences for potential college student leaders. Exercises and training in decision making, problem solving, conflict resolution, consensus building and group building are included. This is an excellent beginner's manual to leadership development.

Spitzberg, I. J., Jr. (1986). ***Introduction to campus programs on leadership.*** Washington, D.C.: Council for Liberal Learning of the Association of American Colleges, Luce Leadership Series.

This article is an examination of six campus-based leadership programs exemplifying the diversity of approaches found around the country. It highlights the opportunities and problems for those interested in starting leadership programs. Three categories of leadership programs are identified: co-curricular leadership development programs; academic courses (drawing mainly on social psychological and management studies); and liberal arts academic courses (humanities and social-science base).

Williams, J. C. (1986). ***Leadership quest.*** McGregor, TX: Leadership Press.

Williams presents four modules for the study of leadership: leadership: a bias for action; personal dimensions of leadership; developing your leadership skills; and resources and references.

PROGRAM ASSESSMENT

ARTICLES

NEW Fertman, C., & Long, J. A. (1990). **All students are leaders.** *School Counselor, 37*, 391-396.

The University of Pittsburgh's "All Students Are Leaders" program for 8th and 9th graders is a five-day workshop and a series of one-day workshops during the year to teach leadership concepts. Structured activities assess students' perceptions of their own leadership abilities and teach new attitudes and skills. Areas covered are communication, decision making, stress management, assertiveness, leading meetings, solving problems and team building. A survey of students after four months in the program indicated that self-concepts of leadership ability jumped from 20 to 80 percent.

NEW Heifetz, R. A., Sinder, R. M., Jones, A., Hodge, L. M., & Rowley, K. A. (1989). **Teaching and assessing leadership courses at the John F. Kennedy School of Government.** *Journal of Policy Analysis and Management, 8*, 536-562.

The Kennedy School of Government at Harvard University assessed the effectiveness of leadership courses to determine their usefulness in practice. Courses were designed as case studies of traditional leadership traits, situations and approaches. Traits considered "unteachable," such as wisdom, creativity and values, were examined. What do students need to learn about these traits and how can they be taught? A survey of graduates resulted in a 56 percent response that leadership courses were perceived to be the most useful of university courses in actual practice.

Hunter, J. E., Hunter, R. F., & Lopis, J. E. (1979). **A causal analysis of attitudes toward leadership training in a classroom setting.** *Human Relations, 32*, 889-907.

This research article presents an analysis of the interrelationships of various student attitudes in a leadership training program.

Hynes, K., Feldhusen, J. F., & Richardson, W. B. (1978). **Application of a three-stage model of instruction to youth leadership training.** *Journal of Applied Psychology, 63*, 623-628.

This study examined the cognitive, behavioral and attitudinal effects of a three-stage leadership training program consisting of 12 instructional units administered to high school vocational education students. Results of the one-way analysis of variance indicated that leadership training was effective in improving leadership knowledge as measured by a mastery test. Additional results and measurements of the *Ideal Leader Behavior Description Questionnaire* are discussed.

NEW Preston, J. C., & Chappell, K. E. (1990). **Teaching managers leadership.** *Leadership & Organization Development Journal, 11*(5), 11-16.

Three training methods were evaluated in this study. Students took a pre-training test and a post-training test to measure interpersonal leadership skills. One group received computer-based training (CBT). A second group received modified CBT and a third group received traditional workshop training. Post-training tests indicated that all training increased skills, regardless of the training method.

Singleton, T. M. (1978). **Managerial motivation development: A study of college student leaders.** *Academy of Management Journal, 21*, 493-498.

This study measured the results of a special managerial motivation development training course taught at Georgia State University during the spring quarter of 1975. The study was initiated to examine the impact of a formal managerial motivation training program upon campus student leaders. The study attempts to measure the impact of the training upon the motive to manage of the training subjects.

NEW Tharenou, P., & Lyndon, J. T. (1990). **The effect of a supervisory development program on leadership style.** *Journal of Business and Psychology, 4*, 365-373.

One hundred male supervisors of a government railway department participated in a study of the effect of training on supervisory consideration and structure. Half the supervisors attended a 22-week course in human relations and structuring skills.

Skills of both groups were evaluated by subordinates pre- and post-training. Analysis indicated enhanced consideration and structure following training.

BOOKS

Lombardo, M. M., & McCall, M. W., Jr. (1981). ***Leaders on line: Observations from a simulation of managerial work*** (Tech. Rep. No. 18). Greensboro, NC: Center for Creative Leadership.

Leadership makes the most sense when viewed in its environmental and organizational context. This premise forms the basis for the design of a complex simulation for use in this research. This paper addresses issues of measurement, focusing on major organizational problems as the unit of analysis; the impact of different external environments on managerial behavior; the role of coupling and decoupling strategies in managerial action.

Rossing, B. E. (1987). ***Wisconsin CES Leadership Impact Study.*** Madison, WI: University of Wisconsin Extension. (ERIC Document No. ED 300588)

This is a report of a study on the impact of Wisconsin Cooperative Extension Service programs on leaders and the organizations and communities they serve. A total of 344 community leaders were selected, representing areas of the state where Extension had recently served. The survey results produced some the following conclusions: leaders assisted by Extension reflect positive changes in leadership skills; Extension rated as an important influence; Extension provides assistance and education regarded as important. Based on survey findings, recommendations are made for continued program planning and leadership training.

NEW Vicere, A. A. (Ed.). (1989). ***Executive education: Process, practice and evaluation.*** Princeton, NJ: Peterson's Guides.

U.S. companies spend $30 billion a year on management and executive education. This book of 24 articles, written by authorities in the field, provides an overview and analysis of executive education. Company-specific programs develop organizational culture, implement strategies, improve communications and encourage teamwork. University-based programs remove executives from their daily work environment, provide exposure to new viewpoints and stimulate creativity. Evaluation of these programs allows companies to determine their appropriate choice.

TRAINING MODELS

ARTICLES

NEW Anderson, L. R. (1990). **Toward a two-track model of leadership training: Suggestions from self-monitoring theory.** *Small Group Research*, *21*, 147-67.

Because leaders have personality differences, leadership training should be conducted by different techniques. Anderson suggests a two-track model to meet the training needs of two leadership types. Track I trains high self-monitoring leaders to modify their behavior to accomplish tasks or meet social situations. Type II trains low self-monitoring leaders to change organizational structure to match their own behavior.

NEW Davies, G., Smith, M., & Twigger, W. (1991). **Leading people: A model of choice and fate for leadership development.** *Leadership & Organization Development Journal, 12*(1), 7-11.

The authors define leadership as a psychological process of accepting responsibility for task, self and the fate of others. They offer a model of four levels of responsibility based on the number of people and the length of time involved. Leaders choose to accept responsibility or not and choose how to discharge responsibility based on past experiences and personal preferences. In training simulations, leaders can practice relevant behaviors, receive feedback and learn to be aware of their choices.

Jordon, D. (1989). **A new vision for outdoor leadership theory.** *Leisure Studies, 8*(1), 35-47.

The author reviews and groups 12 models of leadership according to trait, behavioral, group and situational theories. Based on these theories, she develops an outdoor leadership model that encompasses the unique demands of outdoor recreation leadership.

Neider, L. L., & Schriesheim, C. A. (1988). **Making leadership effective: A three stage model.** *Journal of Management Development, 7*(5), 10-20.

Building on existing leadership research, the authors introduce a three-phase diagnostic model of leadership effectiveness. The model is intended as a pragmatic and useful tool designed for practicing managers to assess and increase their effectiveness as leaders. Expectancy, path-goal theory and transactional perspectives are used to illustrate the model.

NEW Phipps, M. (1988). **Experiential leadership education.** *Journal of Experiential Education, 11*(1), 22-28.

The National Outdoor Leader School (NOLS) and the Wilderness Education Association (WEA) have identified a need for affective leadership. People skills are as important as technical skills in the safety and success of expeditions. Phipps offers a model of situational leadership based on levels of task and relationship behavior compared with the maturity of followers. Another model suggests the stages of group development. Styles of leadership and the stages of group development change continually during an expedition due to changing situations and follower readiness to perform tasks and accept responsibility.

NEW Priest, S. (1988). **Outdoor leadership training in higher education.** *Journal of Experiential Education, 11*(1), 42-46.

Based on programs used in New Zealand, Australia, Britain, Canada and the U.S., Priest has developed a model for outdoor leadership selection and training at the university level. Candidates would be selected for their personal attributes: physical and mental fitness, empathy, motivational philosophy and healthy self-concept. Training modules would consist of organizational, risk control, instructional, group management, problem solving and environmental skills. Certification would be awarded for technical and safety skills.

5_0

NEW Roberts, D., & Ullom, C. (1989). **Student leadership program model.** *NASPA Journal, 27*(1), 67-74.

Leadership programs in academic curriculum prepare students to assume future leadership roles in society. Roberts and Ullom offer a model curriculum to teach leadership concepts, personal skills, organizational skills and contemporary issues. They recommend that experiential opportunities in campus and community service be included. Examples are cited from among the existing leadership programs in 600 colleges and universities. A checklist for implementing a student leadership program is offered.

BOOKS

NEW Cockrell, D. (Ed.). (1991). ***The wilderness educator: The Wilderness Education Association curriculum guide.*** Merrillville, IN: ICS Books.

Written as a textbook for W. E. A.'s National Standard Program for expedition leaders, this book outlines wilderness education theories and principles. Chapters written by practitioners include: judgment and decision-making, group dynamics, environmental ethics, rations planning, adventure skills and emergency procedures. How to prepare, market, administrate and evaluate a wilderness expedition are discussed in depth.

Mabey, C. (1986?). ***A model for leadership development: Implementing an institutional mission.*** Mount St. Mary's College (Write Dr. Cheryl Mabey, Dean for Student Development, 12001 Chalon Rd., Los Angeles, CA 90049).

NEW Muntz, P. H. (1990). ***Leadership development approaches.*** Springfield, VA: ERIC Document Reproduction Service.

Muntz has compiled student leadership development ideas from colleges and universities. Outlined are formats for leadership programs, including credit and noncredit classes, workshops, retreats, internships, outdoor leadership training and community service. Also included are methods for selecting participants, titles and locations of programs, marketing methods and an eight-step model for setting up a leadership training program.

Perrin, K. (Ed.). (1985). ***National leadership training center: Leadership curriculum guide.*** Reston, VA: National Association of Secondary School Principals.

This curriculum guide is designed to assist educators in the preparation and implementation of leadership training programs aimed at secondary school students. The guide is comprised of the following sections: Self-awareness, leadership, goal-setting, communication, organization, group process, problem solving and evaluation. A variety of exercises which correspond to chapter topics are also included.

TRAINER RESOURCES

ARTICLES

Welsh, T. M., Johnson, S. P., Miller, L. K., & Merrill, M. H. (1989). **A practical procedure for training meeting chairpersons.** *Journal of Organizational Behavior Management, 10*(1), 151-166.

Based on their case study which compared the performance of two undergraduate chairperson trainees, the authors provide a practical approach for training chairpersons which is intended to improve chairperson performance and increase participant satisfaction.

BOOKS

Arter, J. A. (1988). ***Assessing leadership and managerial behavior: A consumer's guide.*** Portland, OR: Northwest Regional Educational Laboratory (101 S.W. Main, Suite 500, 97204).

This guide provides summaries and analyses of measures that relate to leadership and administrative skills. The author writes that, "it is intended to provide the information necessary for users to become more informed consumers of assessment tools which attempt to measure leadership." Included are reviews of over forty assessment tools, a brief analysis of the issues involved in assessing leadership and how to select a measure of leadership. Some of the instruments discussed are specifically related to school leadership, but most are more general measures of leadership and management. Appendix E, a summary table of instruments, provides a good comparative overview of all the measures covered in the book.

NEW Baird, L., Schneier, C. E., & Laird, D. (Eds.). (1983). ***The training and development sourcebook.*** Amherst, MA: Human Resource Development Press.

This is a resource for designing, implementing and evaluating training and development. Source readings address the areas: gaining commitment, understanding the learning and training process, developing objectives and target audiences. Guidelines for needs assessments, structuring methods, facility selection, visual aids and budgets are included. Checklists, questionnaires, models and methods for analysis can be converted to overhead transparencies.

Bard, R., Bell, C. R., Stephen, L., & Webster, L. (1987). ***The trainer's professional development handbook.*** San Francisco: Jossey-Bass.

This handbook provides a reference work for the ongoing professional development of trainers in the field of human resource development. The learning techniques and resource materials described here are intended to fit within a variety of organizational settings, from small to large, and public to private. The text is divided into three parts: a guide to help design your own professional development plan; a comprehensive listing of materials and resources which promote professional development; and an encyclopedia of important terms and significant contributors to the field of HRD. This work will be useful to both the novice and the experienced trainer seeking to chart their professional growth.

NEW Bianchi, S., Butler, J., & Richey, D. (1990). ***Warmups for meeting leaders.*** San Diego: University Associates.

A group that is warmed up becomes involved, focused and committed. This "how to" book lists over 100 warmup activities and includes graphics which can be made into overhead slides. It teaches how to develop new warmup activities and how to make them work effectively. Also included are assessment surveys and a list of additional resources on group activities.

Christopher, E. M., & Smith, L. E. (1987). ***Leadership training through gaming.*** New York: Nichols.

Leadership skills are imperative for the successful manager. This book has been specifically written for those who use simulation and role play games for leadership training. Each chapter pinpoints certain games which have been shown to be most effective in drawing out the significant aspects of leadership qualities in its participants. By placing the various activities within both an international and theoretical context, the kind of learning experience they are likely to produce can be measured. The possible roadblocks and dead-ends in each simulation are also examined.

NEW Colorado Parks and Recreation Association, Recreational Services Section. (1990). ***Planning a workshop.*** Wheat Ridge, CO: The Recreation Services Section.

Colorado Parks and Recreation created this tool for developing, organizing and implementing workshops. Arranged in a timetable format, it details how to select topics, speakers and facilities, how to budget expenses and set participant fees, how to develop a flyer and publicity and how to evaluate the success of a workshop. Continuing Education Unit (CEU) qualifications and application process are explained. Sample forms include speaker agreement, revenue report, evaluation and CEU application.

Craig, R. L. (et al.) (1987). ***Training and development handbook*** (3rd ed.). New York: McGraw-Hill.

Intended to be comprehensive in scope and in-depth in treatment, this handbook covers in its 49 chapters and five sections the many aspects of operating a training and development division within an organization. Highly useful for practitioners in HRD, this text provides detailed charts, tables and analysis in the design, development and operation of a HRD service. It also includes useful chapters on leadership and communication training.

Egan, G. (1988). ***Change-agent skills A: Assessing and designing excellence.*** San Diego, CA: University Associates.

A companion to *Change-agent Skills B: Managing Innovation and Change*, this book has been developed for executives, trainers, managers, consultants or any individual who may play a role in the assessment and design for planning within a business or organization. The author has created a model known as "Model A." When applied to assessing any or all dimensions of an organization—operations, personnel, facilities, marketing or resources—it provides a map pinpointing the weaknesses and strengths of present business functions. The results sift through in such a way that the key objectives of an organization's mission are given in a point-by-point outline useful for future planning.

Egan, G. (1988). ***Change-agent skills B: Managing innovation and change.*** San Diego, CA: University Associates.

A companion to *Change-agent Skills A*, this volume offers a plan for stimulating innovation and change within an organization or business. The author has developed a model which incorporates three stages of the process of cultivating change and innovation. The stages are: assessing the current scene—recognizing problems and blind spots; the preferred scene—considering the spectrum of possibilities and translating ideas into a workable agenda; and getting there—choosing strategies, formulating plans and moving from transition to action.

NEW Eichinger, R. W., & Lombardo, M. M. (1990). ***Twenty-two ways to develop leadership in staff managers.*** Greensboro, NC: Center for Creative Leadership.

This report notes the gap in developmental opportunities between staff (human resources, engineering, R&D, PR) and line (sales, manufacturing, operations, management). Employees in line functions have authority to make final decisions and can measure their output by revenue. They are, therefore, exposed to the experiences which develop successful executives. Staff managers can gain developmental experience by taking challenging jobs, such as start-ups, fix-its or leaps in responsibility. Lessons can be learned from role models, coursework and hardships which cause self-examination. A variety of experiences leads to success. A study of 250 executives' most significant learning experiences explains why a gap exists between staff and line development. Twenty-two recommendations are made for closing the gap.

NEW Eitington, J. E. (1989). ***The winning trainer*** (2nd ed.). Houston: Gulf Publishing.

Participative training methods, concepts, practices and tools are covered in this "how to" manual for group-in-action trainers. A classic four D training model outlines determining need, designing a program, delivery and discerning differences. New methods covered in this expanded edition are the in-basket technique, small group reporting, the knowledge circle, study groups and the use of music, humor and fun. A glossary of terms is included, as well as 92 handouts and worksheets, which may be photocopied or made into transparencies.

Fetteroll, E., Nadler, L., & Nadler, Z. (Eds.). (1987). ***The 1987 trainers resource: A comprehensive guide to packaged training programs.*** Amherst, MA: Human Resource Development Press.

This guide will be useful to any organization seeking packaged training and development programs. Each package list provides: a profile of the audience for which it is intended; a program description; length of program; participant capacity; audio-visuals or other technology required; participant materials; instructional techniques; recent users of the package; cost; and address and contact person. 545 package descriptions cover subjects from career development to wellness and health. Programs are also indexed by subject, title and author. The program outlines provided with each entry may also serve as a source of content ideas for program trainers who seek to develop their own program packages and products.

Fluegelman, A. (1976). ***The new games book.*** Garden City, NY: Doubleday.

This is a standard group play resource. Numerous games illustrated in this book can be used as ice-breakers or initiatives. A good book to help you think about high or low activity games for large or small groups.

Greenblat, C. S. (1988). ***Designing games and simulations: An illustrated handbook.*** Newbury Park, CA: Sage.

This handbook will be invaluable to anyone involved with the design and model development of simulation and game formats. The author presents four case studies and provides examples of over 70 games and simulations. Practical advice is given on making decisions, setting objectives, constructing and modifying a model, preparing it as a product, designing the operator's manual, arranging for publication and pre-testing. The approach of the manual is systematic and comprehensive. The author has distilled the complexity of model development, design and application into one package. Extensive references, models and a listing of periodicals and organizations are included.

Heron, J. (1989). ***The facilitator's handbook.*** New York: Nichols Publishing.

As the author defines it, a facilitator is one who is less concerned with formal teaching than with eliciting active self-directed learning from participants, thus "enabling them to take more responsibility for what they learn and how they learn it." Heron provides a model for facilitating experiential learning groups. Within his framework he surveys the many options available to facilitators for managing the learning process in groups.

Horn, R. E., & Cleaves, A. (Eds.). (1980). ***The guide to simulations/games for education and training*** (4th ed.). Beverly Hills, CA: Sage Publications.

This is a comprehensive reference source on simulations and games designed for educators and trainers. The guide contains only simulations and games that have specific educational purposes. Also included is a valuable collection of 24 essays evaluating and comparing simulations in various subject areas. The age level at which the simulation or game is aimed begins with the junior high level and up. Although somewhat dated now, this guide remains a useful resource.

Jones, K. (1989). ***A sourcebook of management simulations.*** New York: Nichols Publishing.

This sourcebook is comprised of ten complete simulations. In Part 1 the author describes his rationale and provides detailed information on organizing the sessions. The ten simulations are presented in Part 2. Each simulation is preceded by "facilitator's notes," which indicate the types of management skills to be exercised. Some of the skills covered include: decision making, planning, evaluation, strategy, interpersonal communication and interviewing.

Jones, K. (1987). ***Simulations: A handbook for teachers and trainers*** (2nd ed.). New York: Nichols.

The first chapter of this book, "What is a simulation?," introduces the reader to the basic processes and terminology of simulations. Other chapters include the topics of simulation design, how to choose a simulation, using simulations and the assessment function in simulations. Many examples are included to help teachers and trainers use this experiential learning mode to full advantage.

Krug, S. E. (1987). ***Psychware sourcebook, 1987-88*** (2nd ed.). Kansas City, MO: Test Corporation of America.

In response to the growing field of computer-based assessment/scoring, this guidebook is the first in a series of guides to such computer-based products. It contains listings and descriptions of over 300 assessment products. A few of the topics covered by these products are: career and vocational, cognitive ability, interests and attitudes, motivation and needs and structured interviews. Five indices provide access to information about product title, product category, product application, service and supplier.

Lewis, L. H. (Ed.). (1986). ***Experiential and simulation techniques for teaching adults.*** San Francisco: Jossey-Bass.

This compilation includes a number of original papers that explore and explain some of the uses of simulation and experiential methods in adult training and in the college classroom. Chapters include: "Developing managerial skills through realistic simulations"; "Intercultural simulation games: Removing cultural blinders"; and "Computer simulations come of age."

Lombardo, M. M., McCall, M. W., Jr., & DeVries, D. L. (1987). ***Looking Glass, Inc.: University edition.*** Greensboro, NC: Center for Creative Leadership.

This is a package containing all the materials necessary for conducting a simulation of managerial and organizational issues faced by a mid-sized U.S. company. It was designed to expose students to the pace, pressure and ambiguity of managerial work, and to have them experience first hand the organizational challenges of communication, motivation, leadership and decision making. The simulation is available only for use with full-time students in degree-granting institutions.

Mayo, G. D., & Dubois, P. H. (1987). ***The complete book of training: Theory, principles, and techniques.*** San Diego, CA: University Associates.

Training is a time consuming and costly activity for all businesses and institutions. The authors of this book present information to trainers which they say research has proven to be effective. This includes: a description of the many training techniques, formats and aids that are presently available; illustrations of how training can be improved through planned evaluation studies; and a theoretical base for training which includes the results of applicable psychological research. The less commonly known results of research conducted by the military services have also been incorporated into the research review.

NEW McLean, J. (Ed.). (1992). ***Consultants and consulting organizations directory* 1992** (12th ed.). Detroit: Gale Research.

Over 17,000 independent consultants and consulting firms are listed according to their most prominent area of activity. Volume 1 is divided into fourteen disciplines, such as education, human resources and management. Within each discipline, listings are alphabetical and include address, phone number, names of principals, year founded, staff size and a description of consulting activities. Seminars, videos, publications, unique services, facsimile and toll-free numbers are included. Volume 2 contains geographic, personal name, firm and activities indices with cross references to main listings. All information is verified by editors.

NEW Miles, J. C., & Priest, S. (Eds.). (1990). ***Adventure education.*** State College, PA: Venture Publishing.

Adventure education involves the planning and implementation of programs designed to put people into challenging situations. Through the process of taking risks, participants learn about the world and about their own potential. This introduction to adventure education is a collection of essays written by practitioners. Five models of successful programs are featured. Experts discuss philosophical foundations, history, program management, ethics and safety.

Moore, C. M. (1987). ***Group techniques for idea building.*** Newbury Park, CA: Sage.

The author describes four different group techniques for idea building: Nominal Group Technique (NGT), Ideawriting, Delphi Technique, and Interpretive Structural Modeling (ISM). Explicit, useful descriptions of these four task-oriented group techniques are provided. The author further explains which techniques are best suited for a particular project. These techniques, especially designed for use by small groups focusing on specific decision-making or planning tasks, can be used in combination. This study explains how these group techniques may be linked together to promote the achievement of a group's goals.

Nadler, L., & Nadler, Z. (1987). ***The comprehensive guide to successful conferences and meetings.*** San Francisco: Jossey-Bass.

An invaluable resource for anyone who must plan, organize and conduct a meeting or conference. The elements involved in coordinating such an event are covered here in great detail. Such considerations include the design of the conference, handling related events and activities, site selection, meeting and function rooms, presenters and speakers, use of audio-visuals, food and beverage functions, arranging exhibitions, effective marketing, public relations, developing a budget and preparing a participant program book. This guide unravels the complexities of managing a large-scale event, while providing a step-by-step plan to insure a successful and well-run conference.

NEW Newstrom, J. W., & Scannell, E. E. (1980). ***Games trainers play: Experiential learning exercises.*** New York: McGraw-Hill.

Trainers manage the content, process and environment of learning situations. Exercises, illustrations and activities are among the games trainers use to present learning situations. In this collection, the format outlines each game's objective, procedure or method of instruction, discussion questions, approximate time and materials required. Supporting materials may be photocopied for handouts or made into overhead transparencies. Sources of games are listed when known. For more games, see the 1983 update, *More games trainers play* by Scannel and Newstrom.

NEW NSIEE. (1991). ***Combining service and learning: A resource book for community and public service.*** Raleigh, NC: National Society for Internships and Experiential Education.

This resource book is a cooperative project of 93 organizations that integrate learning with community and public service experiences. Volume I outlines the history and future of the service-learning movement, theories, principles of good practice and guides for policy-makers, educational institutions and program directors. Volume II offers 55 in-depth profiles of college, K-12 and community-based programs. It also contains practical advice on management, recruitment, orientation, evaluation and legal issues. Volume III contains an annotated bibliography of service-learning literature.

NEW Peters, D. (1985). ***Directory of human resource development instrumentation.*** San Diego, CA: University Associates.

This directory is a non-evaluative source of information on what is available in instrumentation useful to human resource development professionals and others. The directory is divided into six categories of instruments: Behavioral Style, Career Planning, Communication, Management/Leadership Style, Communication, Personal Growth and Other. Indices provide access by subject, instrument title, vendor and theory base.

NEW Pfeiffer, J. W. (1992). ***Reference guide to handbooks and annuals.*** San Diego, CA: Pfeiffer & Company.

Reference to human resource development materials assembled over 21 years is updated annually in this guide to 10 handbooks and 21 annuals. Materials include lecturettes, professional development papers and annotated bibliographies. Four hundred structured experiences are briefly described and time requirements are noted. Also included are references to questionnaires, rating scales, interview guides and worksheets. For easy access, all materials are grouped by content or intent, such as communication, group, personal or facilitation. Access is also available by title and name indices.

Pfeiffer, J. W., & Ballew, A. C. (1988-89). ***UA training technologies.*** San Diego, CA: University Associates.

This set consists of seven volumes covering the following topics: Using structured experiences in human resource development (HRD); Using instruments in HRD; Using lecturettes, theory and models in HRD; Using role plays in HRD; Using case studies, simulations and games in HRD; Design skills in HRD; and Presentation and evaluation skills in HRD. An index to all volumes is included.

NEW Pfeiffer, J. W. (Ed.). (1992). ***The 1992 annual: Developing human resources.*** San Diego, CA: Pfeiffer & Company.

This series, formerly called the *Annual Handbook for Group Facilitators*, has been issued each year since 1972 (often called the Pfeiffer and Jones books). The volumes contain current, non-overlapping collections of structured experiences, instruments, lecturettes, professional development papers and resources for trainers, consultants, organization development specialists and group facilitators.

Pfeiffer, J. W., & Jones, J. E. (Eds.). (1985). ***Handbook of structured experiences for human relations training.*** San Diego, CA: University Associates.

A complementary series to the Annuals, this series now contains ten volumes, with the last volume published in 1985. Each contains structured experiences designed to promote varied learning experiences and to be useful in a variety of settings.

Pike, R. W. (1989). ***Creative training techniques handbook: Tips, tactics & how-to's for delivering effective training.*** Minneapolis, MN: Lakewood Books.

This handbook is written by a trainer for trainers. The author is a successful trainer who now runs his own training and development business. He offers the techniques which have made his training models successful. The premise of his approach to training is that the most effective behavior-changing tools of training are those which demand the full involvement of the participant throughout the training program. With this in mind, the author shows, from planning to final day wrap-up, how to motivate and involve both the individual participants and participants as teams. The author also provides tips for optimizing training facilities, whether at a training center or at an off-site business location.

Portnoy, R. A. (1986). ***Leadership: What every leader should know about people.*** Englewood Cliffs, NJ: Prentice Hall.

Each chapter targets an important element of leadership training, including training leaders to work with people, components of human behavior, emotional stability in leadership, basic communication skills, direction and policies and case studies: their problems and solutions. Packed with illustrations and examples, the material is presented in a straightforward manner. Discussion topics and recommended readings are included with each chapter, and flow charts offer step-by-step direction.

Rohnke, K. (Ed.). (1977). ***Cowstails & cobras.*** Hamilton, MA: Project Adventure.

An outdoor educator's volume which can easily apply to numerous group situations. Rope courses and initiative games are the focus of this easy-to-use guide. Illustrations and photographs make it easy to understand the narrative directions. The *Blind Polygon* works wonders with a group of 40 student leaders!

NEW Scannell, E. E., & Newstrom, J. W. (1983). ***More games trainers play.*** New York: McGraw-Hill.

Games provide experiential learning to draw attention to a point and reinforce it. They are brief, usually from one minute to a half hour. Games are participative, inexpensive, low risk and adaptable. Used to illustrate a single point, games are oriented to micro issues. Over 100 games in this book may be used as icebreakers, concept illustration or closings. The format outlines each game's objective, procedure, discussion questions, approximate time, and materials required. For more games, see the 1980 edition of *Games trainers play* by Newstrom and Scannell.

NEW Silberman, M. (1990). ***Active training: A handbook of techniques, designs, case examples and tips.*** Lexington, MA: D. C. Heath.

Adult learners must be actively engaged during a training program or they will be bored, forget what they have learned and will fail to apply new knowledge. Intended for trainers in business, government, education and human services, this guide teaches how to create and to deliver training designs. Active training issues covered in examples are: team building, project management, time management, customer relations, creative thinking, cultural diversity and employee motivation.

Smith, B. J., & Delahaye, B. L. (1987). ***How to be an effective trainer: Skills for managers and new trainers*** (2nd ed.). New York: John Wiley & Sons.

This second edition manual advertises itself as "a step-by-step, self-directed program you can use to train yourself to become a top-notch trainer." The 26 chapters are divided into six parts. From training techniques and planning aids, to managing the learning experience, each chapter focuses on a particular skill or topic. Most chapters include specific learning objectives, key concepts, plans to achieve objectives, a checklist for use as an on-the-site guide and tests and exercises to check the understanding of each chapter. The authors are both instructors at the School of Management of the Queensland Institute of Technology in Brisbane, Australia.

Tubesing, N. L., & Tubesing. D. A. (Eds.). (1988). ***Structured exercises in stress management: A whole person handbook for trainers, educators & group leaders, Vol. 4.*** Duluth, MN: Whole Person Press.

The 36 designs offered in this volume are provided to help people apply what they've learned about stress management. The format of each exercise is structured to involve people in the learning process. To assist in their selection, the authors have grouped them into six broad categories: Icebreakers, Stress Assessments, Management Strategies, Skill Builders, Action Planning/Closure and Group Energizers. Designed for easy use, each exercise description includes its time frame, materials needed, goals, group size, instructions, variations and tips for group trainers. The authors encourage reproduction of the worksheets.

NEW Van Velsor, E., & Leslie, J. B. (1991). ***Feedback to managers. Volume I: A guide to evaluating multi-rater feedback instruments.*** Greensboro, NC: Center for Creative Leadership.

This report is part of a two-volume set. Volume II reviews 16 multi-rater feedback instruments. In Volume I, this part, the authors offer "a nontechnical, step-by-step process you can use to evaluate any multiple-perspective feedback questionnaire intended for management development." Although ostensibly for "multi-rater" instruments, the evaluation process and the sequential steps suggested by the authors would be a very useful guide to the evaluation of any test, inventory or questionnaire used in leadership training, development or assessment. This very practical but theoretically-grounded volume concludes with a straightforward 16-step "Instrument Evaluation Checklist."

NEW Van Velsor, E., & Leslie, J. B. (1991). ***Feedback to managers. Volume II: A review and comparison of sixteen multi-rater feedback instruments.*** Greensboro, NC: Center for Creative Leadership.

This report is part of a two-volume set. Volume I is a guide to evaluating multi-rater feedback instruments. Volume II, this volume, offers a comprehensive review and comparison of 16 of the better feedback instruments. Multi-rater instruments are typically those that are completed by a manager as well as by associates of the manager—subordinates, peers and sometimes boss. The feedback generated is usually rich and detailed and is derived from the manager's input as well as the input from the manager's associates. All of the 16 instruments reviewed in this volume reflect, in the authors' judgement, accepted standards of instrument development as well as "reasoned principles and techniques for enhancing performance development as a result of feedback."

VanGundy, A. B. (1987). ***Creative problem solving.*** New York: Quorum Books.

An excellent resource for creativity trainers, this text facilitates the design and teaching of creative problem solving. Games, exercises, personal inventories, group and individual assessments are included to provide trainers with a wide range of models by which to structure workshops and test their effectiveness. These models and formats focus on using both rational and intuitive thinking skills in exploring and applying creativity to problem solving as well as to personal and professional goals, short-term objectives and long-range planning.

NEW Wheelan, S. A. (1990). ***Facilitating training groups: A guide to leadership and verbal intervention skills.*** New York: Praeger.

Intended as a guide for trainers, this book describes three group models: T groups, personal growth groups and skills training groups. It details the theories, goals and leadership skills of each model. Strategies for matching a model to a given population are offered with intervention techniques for helping a group set and achieve goals. Practice exercises are included.

NEW Yukl, G. (1990). ***Skills for managers and leaders: Text, cases and exercises.*** Englewood Cliffs, NJ: Prentice Hall.

Designed as a text for leadership courses, this book examines 12 leadership skills. Students learn to understand concepts, recognize ineffective behavior and practice effective behavior. Composite cases, inspired by events in real organizations, are designed to facilitate discussions. Role plays, quizzes and student assessments are included in each chapter. An instructor's manual is available with additional exercises.

SELF DEVELOPMENT

ARTICLES

English, C. B. (1987). **The art of leading meetings.** *American Journal of Occupational Therapy*, *41*, 321-326.

An effective manager must know when to hold a meeting and what leadership style is appropriate. Four types of meetings are discussed: staff, problem solving or decision making, combination and creative. Leadership style, program planning and dealing with problem participants are examined.

BOOKS

Betz, D. (1981). ***Cultivating leadership: An approach.*** Lanham, MD: University Press of America.

This book is for the individuals involved in the process of becoming a leader. The manner in which an individual proceeds to develop his/her talents—an odyssey of self-discovery—is utilized in the general discussion. The characteristics and modes of leadership, culture and leadership, the mystique of charisma, leadership in a free society, ideas for individual fulfillment, practice of leadership and the education and cultivation of leadership are explored.

Blimling, G. S., & Miltenberger, L. J. (1981). ***The resident assistant: Working with college students in residence halls.*** Dubuque, IA: Kendall/Hunt.

This is a practical resource for students filling RA positions. It can serve as a text for credit course offerings that further legitimize the integration of the training-learning experience with the total educational experience of students attending colleges and universities. Help in achieving objectives in residence education by equipping RAs in various areas is addressed.

Bradford, L. P. (1976). ***Making meetings work: A guide for leaders and group members.*** La Jolla, CA: University Associates.

Bradford has distilled in this small volume a treasury of helpful ideas for those who find themselves in positions of leadership, or who want to be helpful members of the groups in which they participate. The author brings together practical suggestions of "what to do" with clear explanations of why certain kinds of behavior produce the results they do.

Campbell, D. P. (1984). ***If I'm in charge here, why is everybody laughing?*** (2nd ed.). Greensboro, NC: Center for Creative Leadership.

This book examines a number of questions: How can leaders bring out the best in the people they work with? What are the best ways to overcome opposition? Why are friendships so special to people in charge? Campbell issues a call to take up the challenge of leadership, which can be demanding, enriching and exhilarating. This is a book full of useful tips for people who are in charge, who make things happen and who want to have an impact on their world.

Clemmer, J., & McNeil, A. (1988). ***The V.I.P. strategy.*** Toronto: Key Porter Books.

The book is designed for practicing executives and managers who are interested in improving their executive ability and organizational performance. Grounded in popular management theory, Clemmer and McNeil define leadership as "a set of actions for dealing with people-related issues." Four leadership elements that exist in every organization are examined: vision, values, environment and behavior. The authors observe that the only way to change elements of leadership is through the acquisition of skills defined as personal, coaching, team and cultural. They provide examples of individuals who have been successful and offer suggestions on how one can develop these skills.

NEW Covey, S. R. (1989). ***Seven habits of highly effective people: Restoring the character ethic.*** New York: Simon and Schuster.

Covey defines habit as a combination of knowledge, skill and desire, or the what to do, why, how and want to do. He suggests a shift away from personality ethics, such as public image, superficial solutions and the pursuit of success. He recommends living with a character ethic based on integrity, dignity, growth and quality. His seven habits are based on the fundamental principles of human effectiveness.

Engstrom, T. W., & Mackenzie, R. A. (1988). ***Managing your time: Practical guidelines on the effective use of time*** (Rev. ed.). Grand Rapids, MI: Zondervan.

Touted as "a practical guide for chronic procrastinators and those bogged down in the swamps of daily trivia," the guidelines offered here are for the person who is committed to developing the skills of managing activities at work—actually in their whole life—with the little time they have at hand. The authors tell how to establish and refine personal and professional goals, and how to develop short- and long-range objectives. They note that being organized and directed does not squelch spontaneity or creativity; effective time management clears the path for just such impulses to flourish.

Francis, D., & Young, D. (1979). ***Improving work groups: A practical manual for team building.*** San Diego, CA: University Associates.

Based on the philosophy that a team management approach is an effective and positive way to improve organization, this handbook provides a step-by-step guide to help the reader acquire the skills needed for team building. The structure of the book is based on defining the team approach, surveying the reader's own group and describing the characteristics of successful teams. The last chapter is comprised of 46 projects to be used for enhancing and developing group skills.

Guthrie, E., & Miller, W. S. (1981). ***Process politics: A guide for group leaders.*** San Diego, CA: University Associates.

Process politics believes groups can change while incorporating the needs of personal fulfillment and individual accomplishment. Self-awareness and group effectiveness are the main focus of this volume. Some applicable "maintenance checks" are included in the appendix.

NEW Heim, P., & Chapman, E. N. (1990). ***Learning to lead: An action plan for success.*** Los Altos, CA: Crisp Publications.

This self-improvement program for managers who want to become leaders is intended for at-home study or a workshop text. The self-paced format is designed "to be read with a pencil." Exercises and assessments facilitate reader participation and feedback. Leadership skills emphasized in this program are personality power, vision, decision making and risk taking.

Hitt, William D. (1988). ***The leader-manager: Guidelines for action.*** Columbus, OH: Battelle Press.

This is about the practical actions for any leader-manager who aspires to be more effective. The author's approach is based upon the premise that all managers have a "certain amount" of leadership potential and that this potential can be more fully developed. The focus is upon assessing where you happen to be along the leadership continuum and then using the plan of action designed here to develop your attributes. Hitt suggests that, "with concerted effort over about a two-year period . . . an individual manager should be able to improve his or her position."

Kaplan, R. E., Drath, W. H., & Kofodimos, J. R. (1985). ***High hurdles: The challenge of executive self-development*** (Tech. Rep No. 25). Greensboro, NC: Center for Creative Leadership.

The authors of this 40-page report conducted a study to explore self-development and the particular challenges to its path faced by executives. The report explores the premise that executives, unlike most professionals throughout an organization, tend to be exempt from coming to terms with their limitations, and are further shielded from self-examination by staffs who shy away from opportunities to offer useful criticism. A combination of forty executives and experts on executives were extensively interviewed. After careful analysis of over 400 pages of transcripts, distinct patterns emerged in what executives found to be difficult about their positions, and whether or not they attempted personal change.

Kroeger, O., & Thusen, J. M. (1988). ***Type talk: Or how to determine your personality type and change your life.*** New York: Delacorte Press.

The authors have taken the previous work on personality identification, such as the Myers-Briggs Type Indicator (MBTI), and other work, such as Kiersey's *Please Understand Me*, and distilled the 16 personality type identifiers into a description of personality types easily understood and applied by anyone. This work is not written for professional evaluation of personality types, but rather its purpose is somewhat analogous to books about bird watching, with the focus here on "type watching."

Lawson, L. G., Donant, F. D., & Lawson, J. D. (1982). ***Lead on! A complete handbook for group leaders.*** San Luis Obispo, CA: Impact Publishers.

This book is an excellent step-by-step guide for leaders of volunteer groups. Twenty-four key leadership skills, from understanding your own leadership style and communicating effectively, to solving conflicts and developing new leaders, are addressed here in a clear, concise manner.

Losoncy, L. (1985). ***The motivating leader.*** Englewood Cliffs, NJ: Prentice Hall.

Enthusiasm, inspiration, and encouragement define the motivating leader. The author has created a program which pinpoints the most effective strategies for cultivating commitment and enthusiasm in others. Eight goals described throughout this text illustrate how much can be accomplished by winning people over to their work and to the organization. Included are personality inventories which direct you to the chapters you most need to read. End-of-chapter summaries draw out the significant points of putting these concepts into action. The writing style is engaging and vital.

Mandel, S. (1987). ***Effective presentation skills.*** Los Altos, CA: Crisp Publications.

Constructed to be direct, simple and easy to apply, this short text is recommended for the novice public speaker and the reluctant public speaker. The author shows how to convert the fear associated with public speaking into energy which will contribute to a dynamic presentation. The seven sections of this text point out, step-by-step, how to assess your speaking skills, how to deal with anxiety, how to plan your presentation, how to organize, how to develop and use visual aids, how to prepare the presentation and how to deliver it to your audience. A handy final review checklist is also provided.

NEW Manning, G., & Curtis, K. (1988). ***Leadership: Nine keys to success.*** Cincinnati: Vista Systems.

As part of "The Human Side of Work" series, this volume is intended as a text or workbook. The nine keys of leadership include: ignition key—the motive to lead; golden key—leadership by character; skeleton key—the art of persuasion; and front door key—the power of office. Exercises, activities, tests and recommended readings supplement each chapter. At the end of the book are a list of suggested films, a list of additional reading materials and teaching formats.

5.4

Miller, S., Wackman, D. B., Nunally, E. W., & Miller, P. A. (1988). ***Connecting with self and others.*** Littleton, CO: Interpersonal Communication Programs.

To some degree we are always engaged in the "dance" of connecting or disconnecting with others. What makes this "dance" so engaging? Based on years of research and testing these authors present strategies, models and maps to clarify the time, energy, space and choices which together form the actions we take in our relationships with others. The three-fold model of awareness, skills and options in communicating and building relationships with others is set within a practical framework which shows the paths we travel in our various communication efforts.

NEW Quinlivan-Hall, D., & Renner, P. (1990). ***In search of solutions: Sixty ways to guide your problem-solving group.*** Vancouver: Training Associates.

Ways to solve problems in meetings without personality clashes, time-wasters and procedural wrangling are offered. The authors outline three stages of the problem-solving process and roles of key players: facilitator, recorder and participants. Included are 60 facilitation techniques that assist groups to define issues, generate solutions, make decisions and to devise action plans and follow-up strategies.

Shinn, G. (1986). ***Leadership development*** (2nd ed.). New York: McGraw-Hill.

The audience for this book seems to be high school or community college students. The title is something of a misnomer, for most of the book emphasizes self-care and personal development. Many of the skills emphasized however are ones useful to the aspiring leader or manager. Representative section titles are: Personality Development, Personal Appearance, Developing Communication Skills, Memory, Creativity, Management and Leadership and Employment.

Thomas, G. L., & VerBurg, K. (1987). ***Conducting public meetings*** (Rev. ed.). East Lansing, MI: Community Development Programs, Lifelong Education Programs.

A straightforward easy-to-follow guide "designed to assist leaders and group members to run or participate in public meetings more effectively and efficiently." Topics discussed include: Public meetings—Nature and variety; What to do before the meeting starts; The meeting gets underway; and Decision making and problem solving.

NEW Wilder, C. (1990). ***The presentation kit: 10 steps for selling your ideas.*** New York: John Wiley.

This book illustrates how selling an idea to a client is different than making a report to management. Wilder outlines nine formats for presentations to different audiences with different goals. Step-by-step guides help the reader develop a personalized presentation style. The reader can learn three modes of communication, how to prepare, to motivate, to channel nervousness into energy and to handle questions.

NEW Woodcock, M., & Francis, D. (1991). ***The self-made leader: 25 structured activities for self-development.*** King of Prussia, PA: Organization Design and Development.

For workshops and training sessions, activities are planned to help managers and supervisors learn about themselves and exploit their potential. Hour and a half activities include personal assessments, lecturettes, scoring assessments, review of findings, small group exercises and full group discussions. Areas covered include: interpersonal style, influence style, listening skills and situational organizing. In each chapter are directions for the facilitator, reproducible questionnaires and masters for overhead transparencies.

IV. FILMS AND VIDEOS FOR LEADERSHIP EDUCATION

Contents

Introduction 517

Film and Video Summaries 519

Film and Video Distributors 534

Reference Sources for Other Films & Videos 537

- Reference Books 537
- Other Resources 539

FILMS AND VIDEOS FOR LEADERSHIP EDUCATION

Introduction

This section alphabetically lists and briefly summarizes one-hundred films and videos for leadership studies and leadership development. With this edition we have expanded the number of listings by fifty percent.

Overall, the films and videos in the following pages represent a variety of disciplines, subject categories, stylistic treatments and historical periods. There are feature films, documentaries (and docu-dramas), training films and specialty films. The common thread among this variety is that every film in some way develops, explains or demonstrates some aspect of leadership—be that leader skills, group processes, the moral dimension of leadership, political power and influence, theories of leader behavior or self-development.

Many authors of well-received leadership books are now featured in videos that explain and illustrate their writings. Some examples are: Joel Barker—*The Business of Paradigms*; James Kouzes and Barry Posner—*The Leadership Challenge*; John Kotter—*Leadership*; Warren Bennis and Peter Drucker—*Meeting the Challenge*; and Charles Garfield—*Peak Performers*. A number of videos from PBS and commercial television programs are included. Bill Moyers *A Walk Through the Twentieth Century* series provides three videos for this list, including *The Helping Hand* (FDR), *The Image Makers* and *TR and His Times*.

Where to get the films: Each film in this section has an associated distributor code. You will find each distributor's full name, address and phone number in the *Film and Video Distributors* listing immediately following the film summaries. These sources are current as of February 1992, but be aware that distributors' and their addresses change frequently. If you cannot locate a film or video, contact the audiovisual department of your college or public library for help.

FILM AND VIDEO SUMMARIES

The Abilene Paradox (1985)
(Runtime: 27m. Distributor: CRM)

This film deals with the management of agreement in organizations. The theme is that mismanaged agreement is as dangerous to organizational effectiveness as excessive conflict because it can lead the organization toward inappropriate goals.

NEW **Achieving Personal Excellence** (1986)
(Runtime: 56m. Distributor: AUDIO)

Philip Wexler teaches the keys to personal excellence: first impression, depth and breadth of knowledge, enthusiasm, a sense of humor, Gestalt focus and creativity.

An Act of Congress (1979)
(Runtime: 52m. Distributor: CORONET/MTI)

Traces the progress of a bill—the Clean Air Act of 1977—through committee, the House, and finally to enactment. Contrasts the leadership styles of Rep. Paul Rogers, supporter of strong clean air standards, and Rep. John Dingle, opponent of a strong bill.

Billy Budd (1962)
(Runtime: 125m. Distributor: MGM)

In 1797 the sadistic master at arms of a British warship terrorizes the crew and is killed by young Billy Budd, who must hang for his unpremeditated crime. Beautifully photographed but poorly scripted attempt at the impossible: an allegory of good and evil more suited to opera or the printed page.

Bolero (1972)
(Runtime: 28m. Distributor: PYRAMID)

The lighting and creative camera work in this film are as dramatic as Ravel's music. Brief comments from soloists, concertmaster, and conductor Zubin Mehta give insight into the subtle leadership touches that make a truly great performance (by Los Angeles Philharmonic).

Breaker Morant (1979)
(Runtime: 107m. Distributor: FILMS INC)

Based on a true story, the film takes place when England was waging the Boer war in Africa. England court-martialed three Australian volunteer soldiers for murdering Boer prisoners, denying that the Aussies were acting under British orders.

The Bridge on the River Kwai (1957)
(Runtime: 161m. Distributor: FILMS INC)

In a World War II jungle POW camp, British prisoner Alec Guinness refuses to build a bridge for the enemy unless his officers supervise the work. After some grumbling the camp commander shrewdly relents, allowing Guinness to get his way while getting the bridge he wanted.

NEW **The Business of Paradigms** (1989)
(Runtime: 38m. Distributor: CHARTHOUSE)

Joel Barker describes the way we use paradigms to evaluate and organize new information quickly, and how paradigms can become barriers. Barker suggests that understanding the paradigm effect may help foster innovation and new strategies.

The Caine Mutiny (1954)
(Runtime: 125m. Distributor: FILMS INC)

An all-star cast enacts the drama of rebellion against unreasonable authority on the combat vessel *Caine* in the Pacific during World War II. Humphrey Bogart stars as the paranoid captain in this superb film adapted from Wouk's prize-winning novel.

The Candidate (1972)
(Runtime: 110m. Distributor: FILMS INC)

Robert Redford performs as an idealistic lawyer whose ideals are steadily eroded when he runs for the U.S. Senate. Jeremy Larner, a speech writer for Senator Eugene McCarthy during his presidential campaign, wrote the screenplay.

A Case of Working Smarter, Not Harder (1982)
(Runtime: 15m. Distributor: CRM)

This case study provides a how-to lesson for supervisors and managers who are uncertain about how to delegate. It clarifies the distinction between delegation and dumping.

NEW **Choosing to Lead** (1985)
(Runtime: 19m. Distributor: AMA)

This program highlights the strengths of three business leaders (from technology, banking and manufacturing) as they turn creativity into practical results. They describe their successes and failures.

Churchill: Voice of a Lion (1978)
(Runtime: 24m. Distributor: CORONET/MTI)

The political life of Winston Churchill is presented in this film, which emphasizes the era of World War II. It identifies his traits and techniques of leadership and presents excerpts of many of his speeches showing his bulldog temperament and his powerful use of words. His meetings with Roosevelt and Stalin are also recorded.

Citizen Kane (1941)
(Runtime: 119m. Distributor: FILMS INC)

Considered by many to be a perfect film, if not the best American film of all time, Citizen Kane is truly a cinematic masterpiece. The emotion-packed story of Charles Foster Kane (based on the life of William Randolph Hearst) is told with ever-shifting perspective. Directing his own vital performance as well as members of the famous Mercury Players, Orson Welles created an enduring classic of leadership and power.

Command Decision (1949)
(Runtime: 111m. Distributor: MGM)

The back-room boys—a general, his staff and his peers—debate the aerial bombardment of Germany. This is a plainly reproduced version of a determinedly serious play, with a remarkable cast.

NEW **The Credibility Factor: What Followers Expect from Leaders** (1990)
(Runtime: 22m. Distributor: CRM)

Credibility is the critical difference between effective and ineffective leaders. James Kouzes and Barry Posner, authors of *The Leadership Challenge*, describe specific practices that build credibility, fulfill followers' expectations and create trust and productivity.

Das Boot [The Boat] (1982)
(Runtime: 150m. Distributor: COLUMBIA)

This World War II drama about a German submarine crew reveals various faces of leadership and crew response in the midst of incredible tension and a literal fight for survival.

Democrat and the Dictator (1984)
(Runtime: 58m. Distributor: PBS)

In this part of the *Walk Through the Twentieth Century* series, Bill Moyers examines the parallels between two charismatic leaders, Franklin Roosevelt and Adolph Hitler, both of whom came to national power in 1933 and died in 1945. Their presence and conflicting ideologies are revealed through their words and gestures.

Desire to Win (1983)
(Runtime: 13m. Distributor: PRODUCERS INT)

A small-town marathon is the setting for this motivational film. The camera focuses on three participants who each define "winning" in their own terms. The narrator recalls scenes from childhood to emphasize the naturalness of achieving and risk taking.

Do You Believe in Miracles? (1980)
(Runtime: 24m. Distributor: CORONET/MTI)

Most of this film is footage of the incredible and emotional victory of the U.S. Olympic Hockey team, with play-by-play descriptions. It includes reflections by the coach and players on the role of leadership, team effort and determination.

Dreaming (1982)
(Runtime: 12m. Distributor: PRODUCERS INT)

Looks at the value of individuality within a corporate environment. It explores the risks and excitement of being yourself, of being more spontaneous, and suggests that we all have hidden potential waiting to be tapped.

Enterprise (1983)

(Runtime: 30m each. Distributor: CORONET/MTI)

This series of 38 programs originally aired on PBS. Hosted by Eric Sevareid, it explores the experiences of a variety of companies and their top executives as they face the risks and rewards of American business. These case studies combine high production value, lively story telling, and excellent profiles of a variety of business problems.

The Entrepreneurs: An American Adventure (1986)

(Runtime: 60m. Distributor: PBS)

Features inventors, tough-minded tycoons and other wizards of free enterprise in this series of six one-hour programs. The series, narrated by Robert Mitchum, contains archival photos, illustrations and historic film footage of the prototypes of products upon which industrial empires have been built.

Ethics in America (1988)

(Runtime: 60m each. Distributor: INTELLIMATION)

Produced by Fred Friendly, this series features nearly 100 panelists who tackle ethical issues involving loyalty, confidentiality, privacy, truthfulness and personal ethics. Individual titles are: *Do Unto Others; To Defend a Killer; Public Trust, Private Interests; Does Doctor Know Best?; Anatomy of a Corporate Takeover; Under Orders, Under Fire, Parts 1 & 2; Truth on Trial; The Human Experiment;* and *Politics, Privacy and the Press.*

NEW **Everybody Leads: Team Members Talk about Self-management** (1991)

(Runtime: 26m. Distributor: BLUE SKY)

This production presents an inside view of how an employee-designed workplace uses self-management to make good decisions, respond to technical problems, increase production, handle emergencies and improve quality. Team members from two different unions discuss the benefits and difficulties of rotating leadership.

NEW **Excellence in the Public Sector** (1989)

(Runtime: 48m. Distributor: VIDEO ARTS)

Tom Peters talks about the similarities between public sector/nonprofit organizations and for-profit organizations. Well-run organizations, often in turn-around situations, provide examples of good management practices.

Face to Face: Coaching for Improved Work Performance (1981)

(Runtime: 27m. Distributor: CALLY CURTIS)

This film dramatizes Fournies' book on the value of managing the behavior of others through the coaching process. Interspersed are the nine steps involved in coaching analysis and the five steps involved in the coaching discussion.

The Finest Hours (1964)

(Runtime: 116m. Distributor: PRISM)

This tribute to Sir Winston Churchill documents his rocky diplomatic career and his inspiring passionate leadership in World War II, recalling his words, humor, family life and patriotic fervor. Narrated by Orson Welles.

Five Presidents on the Presidency (1973)
(Runtime: 24m. Distributor: PHOENIX)

Several topics are examined in excerpts from the filmed speeches of five presidents: presidential power, congressional relations, press relations, foreign policy, the president as politician and the office in retrospect.

Gallipoli (1981)
(Runtime: 111m. Distributor: FILMS INC)

This is the story of the ill-fated assault by Australian troops on the Turkish-held heights. Gallipoli is a place now mentioned in history books for the disaster that made Lord of the Admiralty Winston Churchill resign in disgrace.

Gandhi (1982)
(Runtime: 188m. Distributor: COLUMBIA)

Richard Attenborough's production and Ben Kingsley's award-winning performance highlight this dramatic account of the spiritual leader who inspired nonviolent resistance to British rule in India. The film follows Gandhi's life from his fight against racial inequality in South Africa to his unsuccessful attempts to unite Hindu and Muslim factions into an independent India.

General Della Rovere (1959)
(Runtime: 137m. Distributor: HOLLYWOOD HOME)

The central character, Vittorio Bardone, is a swindler and opportunist from Naples who follows the German and Fascist retreat when his city is occupied by Allied troops. Arrested for his crimes, he agrees to impersonate the recently killed General Della Rovere. He comes to believe in his role and fight for the ideals of the Resistance.

Getting to Know Barbara (1988)
(Runtime: 12m. Distributor: CAROUSEL)

This segment from a *60 Minutes* production features Barbara Proctor, who was described by Ronald Reagan as an embodiment of America's "spirit of enterprise." Describes this black woman's rise from ghetto impoverishment to her position as head of a multi-million dollar advertising agency.

NEW **Groupthink (Revised edition)** (1991)
(Runtime: 22m. Distributor: CRM)

Even empowered team players are at risk of experiencing groupthink: the natural tendency to agree just for the sake of unity. Groupthink symptoms and solutions are analyzed against a backdrop of historical events, including the Space Shuttle Challenger disaster, where groupthink so tragically influenced the decision to launch.

NEW **The Helping Hand** (1984)
(Runtime: 58m. Distributor: PBS)

In this part of the *Walk Through the Twentieth Century* series, Bill Moyers examines how Franklin D. Roosevelt convinced Congress and led the country into his "New Deal."

NEW **High Impact Leadership: How to Be More Than a Manager** (1990)
(Runtime: 76m, 59m & 96m. Distributor: CAREERTRACK)

This three-tape series discusses leadership in terms of what motivates leaders, and how leaders project personal power and achieve goals. Explores the self-mastery techniques effective leaders use. Shows how leaders may empower their followers, use imagery and storytelling to sell their vision to others, and how leaders are responsible stewards of their resources. Mark Sanborn demonstrates how he thinks leaders foster change and tap creativity to liberate themselves and their people from patterns that hold them back.

If I Can Do This I Can Do Anything (1986)
(Runtime: 30m. Distributor: AEF)

The setting of this motivational film is the annual National Handicapped Skiing Championship, articulately hosted by Ted Kennedy, who himself lost a leg to cancer at 12. Disabled skiers from around the world participate in this event, under the same conditions and on the same slopes as world class skiers.

NEW **The Image Makers** (1984)
(Runtime: 58m. Distributor: PBS)

In this segment of the *Walk Through the Twentieth Century* series, Bill Moyers examines the engineering of consent through mass communication. The growth of media provides an understanding of ways to manipulate images and influence popular opinion. Moyers presents the first "public relations" campaign in 1914 and interviews the man who first coined the term.

In Remembrance of Martin (1986)
(Runtime: 60m. Distributor: PBS)

This remarkable documentary chronicles King's life through personal comments from family members, former classmates, close friends and advisors. Archival footage documents King's early civil rights efforts, including the *I Have a Dream* address on the steps of the Lincoln Memorial. Later events in King's life and a brief synopsis of key civil rights decisions of the 1950s and 1960s are also included.

In Search of Excellence (1985)
(Runtime: 90m. Distributor: PRODUCERS INT)

Based on the best seller and featuring Tom Peters, this production emphasizes rising to individual excellence in business as well as in other spheres of life. Includes corporate examples of "excellence."

The Inside Track (1986)
(Runtime: 17m. Distributor: CALLY CURTIS)

Based upon a compilation of current writings and research, *The Inside Track* presents some of the common ways we hurt or help our own chances for happiness and success. Hosted by Meredith Baxter Birney and David Birney, the film walks us through common self-sabotaging habits, traits and attitudes that limit our getting what we want out of life.

Joshua in a Box (1969)
(Runtime: 6m. Distributor: CRM)

This a short animated parable about freedom and control—and much else. A person imprisoned in a box eventually escapes—then becomes a box himself to control another creature.

Justice Black and the Bill of Rights (1969)
(Runtime: 32m. Distributor: PHOENIX)

Hugo Black, Associate Justice of the Supreme Court, is interviewed. Black has often been called the "court's philosopher."

NEW **The Koppel Report: The Blue X Conspiracy** (1990)
(Runtime: 57m. Distributor: VIDEO PUB)

In December of 1989, Ted Koppel gave viewers an unprecedented look at decision-making during an international crisis. Video Publishing House revised the original to create a crisis management program for business, in which viewers are guided through the stages of a crisis.

Le Grande Illusion (1937)
(Runtime: 111m. Distributor: BRITANNICA)

A French anti-war film that is also an inspiring evocation of camaraderie and courage in the face of adversity.

NEW **The Leader Within with Dr. Warren Bennis** (1989)
(Runtime: 64m. Distributor: VIDEO PUB)

Bennis interviews three outstanding leaders to discover what actions and attitudes enable them to guide and inspire the people in their large, complex and changing organizations.

Leaders of the 20th Century: Portraits in Power (1980)
(Runtime: 24m. Distributor: CORONET/MTI)

This series of 26 films uses documentary footage to examine the use and misuse of power by a number of political figures of this century. The programs are available individually and include portraits of Churchill, DeGaulle, Adenauer, Kennedy, Franco, Roosevelt, Stalin, Gandhi, Hitler, Mao and others.

NEW **Leadership** (1990)
(Runtime: 2 x 60m. Distributor: NATHAN/TYLER)

John Kotter, Konosuke Matsushita Professor of Leadership at Harvard Business School, explains that leadership produces dramatic, adaptive change in order to thrive in the face of global competition and rapid change. Kotter uses interviews and dramatic vignettes to demonstrate the techniques and philosophies of a successful leader by comparing and contrasting them to the techniques of a successful manager.

The Leadership Alliance (1988)
(Runtime: 64m. Distributor: VIDEO PUB)

Peters explores the subject of successful leadership by visiting four organizations: General Motors Bay City components plant; Johnsonville Foods sausage factory;

Harley-Davidson's York motorcycle assembly plant; and the Julia B. Thayer High School. He explains successful leadership as a special kind of alliance between managers and workers that fully engages the talents and potential of everyone in the organization.

NEW **The Leadership Challenge** (1989)
(Runtime: 26m. Distributor: CRM)

In 1987 James Kouzes and Barry Posner published a landmark book, *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*. This video is based on their findings and documents their premise that leadership can be found at all levels of the organization. It tells the stories of four manager/leaders from both the corporate and nonprofit sectors, and in the telling reveals the practices Kouzes and Posner believe are common to successful leaders: challenging the process, enabling others to act, modeling the way, inspiring a shared vision and encouraging the heart.

The Leadership Edge (1987)
(Runtime: 15m. Distributor: SALENGER)

This video goes "behind the scenes" with seven high-performing managers, showing their individual leadership styles and ways of working with their group. The content of the video is its strong point—the scenes of "real" managers. However, the direction and production are not high caliber. It has abrupt transitions, and the voice-over narrations are too dramatic in tone.

NEW **Leadership for the 1990s** (1990)
(Runtime: 7 of various lengths. Distributor: RUTGERS)

This series of lectures was sponsored by the Leadership Conference Committee of the School of Business at Rutgers University. It features experts such as Peter Vaill and Tom Cronin on subjects ranging from leadership development to teamwork to workplace diversity.

NEW **Leadership in the Senate** (1990)
(Runtime: 59m. Distributor: PURDUE)

Using the conflict over the proposed nomination of John Tower as Secretary of Defense, the program looks at the various leadership roles in the U.S. Senate. A series of segments in which Senate leaders discuss the roles and strategies of leadership is also included.

NEW **Leadership: Maximizing People Potential** (1986)
(Runtime: 51m. Distributor: AUDIO)

Learn how to lead by example, manage change and build professionalism with Sheila Murray Bethel.

NEW **Leadership Skills for Women** (1991)
(Runtime: 25m. Distributor: CRISP)

Based on the book by Marilyn Manning and Patricia Haddock, the video shows women how to use their strengths and talents to become the best leaders possible, both on the job and in their personal lives. It interviews women who have strong leadership skills in order to demonstrate how to build teams, motivate, plan, set goals, solve problems, coach and counsel.

Leadership: Style or Circumstance (1974)
(Runtime: 28m. Distributor: CRM)
The relationship-oriented leader and the task-oriented leader are shown in action and their methods and results compared. Includes live footage and animation.

NEW **Leading a Service Team** (1991)
(Runtime: 24m. Distributor: BLUE SKY)
This video follows the experiences of a team leader as she empowers herself and others, dramatically improving customer service and productivity. It suggests that teamwork in a service setting generates creative ideas for the workplace.

NEW **Leading the Way** (1990)
(Runtime: 44m. Distributor: AMA)
Robert Gilbreath encourages managers to use vision, planning and change in their departments in order to choose their future, be proactive, and "change by design, not by default." Gilbreath's four-part Change Map provides the tool to plan, communicate and implement the change process.

Looking at Leadership (1982)
(Runtime: 175m. Distributor: NAFWI)
The National Association of Financial Women International produced this five-part series. Each part includes a 35-minute videocassette focusing on a specific area of leadership, participant workbooks and a leader's guide. The videos contains many interviews of women in executive leadership roles. The series is primarily aimed at leaders within the volunteer setting, but is appropriate for anyone desiring to increase his/her leadership skills.

Machiavelli on Political Power (1981)
(Runtime: 28m. Distributor: BARR)
A film that prompts managers to analyze their own leadership style and assess its effects on their company's most valuable resource—its people. Presented is a debate between Niccolo Machiavelli, author of *The Prince*, and three other men representing more humanistic views of politics and human nature.

A Man for All Seasons (1966)
(Runtime: 120m. Distributor: COLUMBIA)
A biographical drama concerning sixteenth century Chancellor of England, Sir Thomas More, and his personal conflict with King Henry VIII. More chose to die rather than compromise his religious beliefs. An exquisitely rich portrayal that received several academy awards.

NEW **Management and Leadership Skills for Women** (1991)
(Runtime: 80m, 68m & 96m. Distributor: CAREERTRACK)

These three videos deal with problems that women face as they climb the career ladder. Susan Dellinger builds on women's skills to motivate, delegate, build teams, hire team members and move their people through change.

Martin Luther King, Jr.: From Montgomery to Memphis (1969)
(Runtime: 26m. Distributor: PHOENIX)

Surveys the career of Martin Luther King, Jr., and the nonviolent Civil Rights Movement under his leadership—from the 1955-56 bus boycott in Montgomery to his assassination in Memphis.

NEW **Meeting the Challenge with Warren Bennis** (1991)
(Runtime: 50m. Distributor: BARR)

Warren Bennis and Peter Drucker discuss business in today's rapidly changing world. In five ten-minute segments, their divergent philosophies combine to offer insights regarding the best ways to: "go global," motivate and maintain the "knowledge professional," and build teams.

Meetings, Bloody Meetings (1976)
(Runtime: 30m. Distributor: VIDEO ARTS)

This humorous film focuses on meetings that take too much of a manager's time and accomplish too little. It demonstrates, through whimsical drama, techniques for conducting meetings that are shorter and more productive.

The Missiles of October (1975)
(Runtime: 155m. Distributor: CORONET/MTI)

The Cuban missile crisis of October 16, 1962, is presented in this dramatic reenactment. The film follows the tensions and decisions faced by President Kennedy during the twelve-day period when the United States and the Soviet Union confronted each other with nuclear destruction.

More Bloody Meetings (1986)
(Runtime: 27m. Distributor: VIDEO ARTS)

This is a companion film to *Meetings, Bloody Meetings.* Where the original film concentrated on the mechanics of meetings, this new film focuses on the human factor, including controlling aggression, keeping the group focused on the objective and preventing dominant group members from overpowering the rest of the group.

NEW **Mr. Smith Goes to Washington** (1939)
(Runtime: 130m. Distributor: COLUMBIA)

This Frank Capra film features James Stewart, Jean Arthur and Claude Rains. Stewart stars as an idealistic young statesman who finds nothing but corruption when he takes his seat in the Senate. The film illustrates how leaders deal with ethical issues and adversity.

New Leadership Styles: Toward Human and Economic Development (1978)
(Runtime: 26m. Distributor: CINEMA)

Michael Maccoby introduces two corporate heads who illustrate his idea of humanistic approaches to management. One of the companies is production-oriented while the other is a service company. The president who is interviewed is very articulate in describing the humanistic organization. Both seem realistic about the limits of participative management.

A New Look at Motivation (1980)
(Runtime: 32m. Distributor: CRM)

David McClelland examines affiliation, power and achievement needs and their relationship to leadership and the social environment of the organization.

Nixon: Checkers to Watergate (1976)
(Runtime: 20m. Distributor: PYRAMID)

From the heights of success to the depths of impending impeachment, this powerful visual survey highlights the triumphs and tragedies of Richard Nixon's life and career.

Norma Rae (1979)
(Runtime: 115m. Distributor: FILMS INC)

Portrays the life of a textile worker whose life is changed by the arrival of a union organizer. Norma eventually joins his cause and begins to exert strong leadership in her plant.

NEW **The Parable of the Sadhu** (1983)
(Runtime: 32m. Distributor: CORONET/MTI)

The first part of this film is a dramatization, based on the article by Bowen McCoy in the *Harvard Business Review*, depicting McCoy's Himalayan adventure. This sets the scene for a discussion of personal and corporate ethics by Arthur Miller, a panel of executives, theologians, business professors and mountain climbers.

NEW **A Passion for Excellence** (1985)
(Runtime: 63 or 25m. Distributor: VIDEO PUB)

Tom Peters shows the areas of competence that determine excellence in the long-term: superior customer service, constant innovation, productivity through people and inspired leadership.

Patton (1970)
(Runtime: 169m. Distributor: FILMS INC)

A panoramic portrait of General Patton, the brilliant, unstable and anachronistic World War II tactician.

NEW **Peak Performers: The New Heroes of American Business (Edited Version)** (1986)
(Runtime: 21m. Distributor: CORONET/MTI)

Charles Garfield's intent in this video message is to inspire goal-setting, team-building, high performance and motivation in a very believable way. This entertaining piece shows how anyone can achieve extraordinary goals.

The Peter Hill Puzzle (1975)
(Runtime: 32m. Distributor: BRITANNICA)

A dramatization about a new corporate executive who attempts to overcome his predecessor's problems. A good portrayal of leadership style and situational variables.

Places in the Heart (1984)
(Runtime: 113m. Distributor: CBS/FOX)

The theme of emergent leadership characterizes this movie about a Texas widow and her extended family. Under her growing strength they work together to raise a successful cotton crop to save her farm during the depression.

The Power Game (1988)
(Runtime: 4 x 60m. Distributor: PBS)

This four-part series attempts to reveal the way the federal government actually operates on a daily basis. It documents the way Congress, the presidency, the Pentagon, embassies and lobbying groups get and keep power. The four individual titles are *The Congress*, *The Pentagon*, *The Presidency* and *The Unelected*.

Power Play (1978)
(Runtime: 109m. Distributor: CBS/FOX)

A bloody action film about idealistic reformers of corrupt governments who create even worse havoc than dictatorships. Peter O'Toole plays Colonel Zeller, a morally corrupt tank commander who joins forces with the rebels to overthrow the government, and who then performs atrocities in order to impede the *coup d'etat* leadership.

The Problem (1965)
(Runtime: 12m. Distributor: FILMS INC)

This is a Czech animated puppet film about decision avoidance in bureaucracies. It questions the nature of responsibility and man's reaction to it.

Productivity and the Self-Fulfilling Prophecy (1974)
(Runtime: 30m. Distributor: CRM)

From a bank failure to the achievement level of a child in school, circumstances are altered by expectation. Robert Rosenthal presents results of some of his 300 studies on the power of expectation in influencing human performance. This film takes one concept and explores it well, combining theory, philosophy, research and examples.

NEW **Robert K. Greenleaf: Servant-leader** (1991)
(Runtime: 19m. Distributor: GREENLEAF CENTER)

This program introduces the viewer to Greenleaf and to the concept of servant-leadership. Biographical information about Greenleaf and Greenleaf's own commentary put the subject in historical context and apply it to modern life.

Running with Jesse (1989)
(Runtime: 60m. Distributor: PBS)

From the PBS *Frontline* series, this video chronicles Jackson's presidential campaign through the eyes of reporters who accompanied him, his supporters and detractors. Assesses the hope and hype that accompanied the campaign of this minority contender.

The Seduction of Joe Tynan (1979)
(Runtime: 104m. Distributor: MCA HOME)

Alan Alda portrays a liberal New York senator pursuing his political career while grappling with domestic problems. The script is literate, and the individual performances of Alda, Meryl Streep and Barbara Harris are good, but the film is somewhat skimpy on drama.

Situational Leadership (1977)
(Runtime: 16m. Distributor: PFEIFFER)

Paul Hersey explains his situational leadership theory for assessing group maturity and then selecting a leadership style. This is a clear but unimaginative presentation of the situational leadership model.

NEW **Take Me to Your Leaders** (1990)
(Runtime: 47m. Distributor: PYRAMID)

This program follows several young people who are learning to lead in creative ways—ways that offer hope for the future. James Garner hosts this look at leadership in the making.

NEW **A Tale of "O": On Being Different** (1979)
(Runtime: 18m or 27m. Distributor: GOODMEASURE)

This production provides an objective, animated tool for diversity training. Although it is a videotaped version of a 1979 slide presentation, it inspires a positive response in many viewers. Written by Rosabeth Moss Kanter and others, it explains the impact of having differences on people's performance in work groups. Using Xs and Os in an abstract and therefore widely applicable way, it points out the difficulties that anyone who is different in any way often experiences.

NEW **A Team Leader's Day** (1990)
(Runtime: 32m. Distributor: BLUE SKY)

A twenty-two year veteran at a consumer products company learns to be the team leader of a self-managing team. This video says that you can learn how to empower a high performance work team and how to manage relationships with other teams.

Theory X and Theory Y: The Work of Douglas McGregor (1969)
(Runtime: 49m. Distributor: BNA)

This is a two-part series. Part 1, *Description of the Theory*, uses interviews and a brief vignette to compare the two styles of managing. Part 2, *Application of the Theory*, relates examples of Theory Y principles when applied to several management problems. McGregor's ideas are well presented without a lot of hype, but the film gets low marks for creativity.

NEW **The Thirty-second President** (1984)
(Runtime: 58m. Distributor: PBS)

Part of the *Walk Through the Twentieth Century* series with Bill Moyers, this program examines the role of television in presidential advertising campaigns.

Together: Volunteer-to-volunteer Relationships (1989)
(Runtime: 38m. Distributor: ENERGIZE)

This is a videotape for the volunteer leader which portrays, through a simulated volunteer committee, the many issues involved in leading volunteer teams. A trainer's guide accompanies the video and includes recommendations on various ways to use the tape in training.

NEW **TR and His Times** (1984)
(Runtime: 58m. Distributor: PBS)

In another program from the *Walk Through the Twentieth Century* series, Bill Moyers examines the presidency of Theodore Roosevelt with historian David McCullough. American optimism at home was good in 1900, but people still had doubts about America's role as a world superpower.

Triumph of the Will: The Arrival of Hitler (1934)
(Runtime: 115m. Distributor: INTERNAT'L)

Hitler's airplane soars through massive cloud formations en route to a party rally in Nuremburg. Cheering masses greet him at the airport and line the streets of Nuremburg as he rides past. The film was designed to appeal to the viewer's emotions through a powerful Wagnerian musical score and images that carry symbolic weight. The uncut version uses English subtitles.

Twelve O'Clock High (1949)
(Runtime: 132m. Distributor: FILMS INC)

A psychological drama that deals with the problems of an Air Force commander who must rebuild a bomber group whose shattered morale threatens the effectiveness of daylight bombing raids. An edited version (34 minutes) is now available, but if you have time for the unedited version, go with it.

Up the Organization (1973)
(Runtime: 24m. Distributor: TIME LIFE)

Robert Townsend, who wrote the book *Up The Organization* that outraged the business world, gives his very personal views on such topics as the chief executive, personnel department, management consultants, computers and the public relations department.

NEW **Valuing Diversity** (1990)
(Runtime: 7 parts of various lengths. Distributor: COPELAND)

This seven-part series explores different aspects of managing workplace diversity. For example, in Part Six, *Champions of Diversity*, key people in well-known organizations explain why they champion diversity and how they change themselves and their organizations to do the same.

The Verdict (1982)
(Runtime: 129m. Distributor: MGM)

An explosive lawsuit presents an aging, small-time lawyer with a chance to redeem his once-promising career.

A Yen for Harmony (1977)

(Runtime: 26m. Distributor: CINEMA)

This film investigates Japanese management methods that affect productivity in organizations, including participatory management, consensus decision making, and lifetime employment. The transplantation of these methods to Western society is also examined.

You (1980)

(Runtime: 4m. Distributor: CALLY CURTIS)

Combining the thought-provoking narration of William Schallert with a series of fascinating and humorous scenes of a baby exploring a roomful of "treasure," the film encourages viewers to recapture the good qualities they had as children and put them to use today.

FILM AND VIDEO DISTRIBUTORS

AEF
American Educational Films
3807 Dickerson Road
Nashville TN 37207
(800) 822-5678

AMA
AMA Video
American Management Association
Nine Galen Street
Watertown MA 02172
(800) 225-3215
(617) 926-4600

AUDIO
Audio Video Campus
7825 Fay Avenue
La Jolla CA 92037
(619) 456-3535

BARR
Barr Films
12801 Schabarum Ave.
PO Box 7878
Irwindale CA 91706-7878
(800) 234-7878

BLUE SKY
Blue Sky Productions Inc.
5918 Pulaski Avenue
Philadelphia PA 19144
(215) 844-4444

BNA
BNA Communications, Inc.
9439 Key West Avenue
Rockville MD 20850
(800) 233-6067

BRITANNICA
Britannica Training and Development
310 South Michigan Avenue
Chicago IL 60604-9839
(800) 554-9862

CALLY CURTIS
Cally Curtis
1111 North Las Palmas Avenue
Hollywood CA 90038-1289
(800) 522-2559

CAREERTRACK
CareerTrack Publications
3085 Center Green Drive
PO Box 18778
Boulder CO 80308-8778
(800) 334-1018

CAROUSEL
Carousel Films, Inc.
260 Fifth Avenue, Room 705
New York NY 10001
(212) 683-1660

CBS/FOX
CBS/Fox Video
1211 Avenue of the Americas
New York NY 10036
(212) 373-4800

CHARTHOUSE
Charthouse Learning Corporation
221 River Ridge Circle
Burnsville MN 55337
(800) 328-3789
(612) 890-1800

CINEMA
Cinema Guild
1697 Broadway
Suite 802
New York NY 10019
(212) 246-5522

COLUMBIA
Columbia Tri-Star Home Video
3500 West Olive Avenue
Burbank CA 91505
(818) 953-7900

COPELAND
Copeland Griggs Productions
302 23rd Avenue
San Francisco CA 94121
(415) 668-4200

CORONET/MTI
Coronet/MTI Film & Video
108 Wilmot Road
Deerfield IL 60015
(800) 621-2131
(708) 940-1260

CRISP
Crisp Publications Inc.
Department 91
95 First Street
Los Altos CA 94022
(415) 949-4888

CRM
CRM Films
2233 Faraday Avenue
Carlsbad CA 92008-9829
(800) 421-0833

ENERGIZE
Energize Associates
5450 Wissahickon Avenue
Philadelphia PA 19144
(800) 395-9800
(215) 438-8342

FILMS INC
Films Incorporated
Film & Tape Division
5547 North Ravenswood Avenue
Chicago IL 60640-1199
(800) 323-4222

GOODMEASURE
Goodmeasure
330 Broadway
PO Box 3004
Cambridge MA 02139
(617) 621-3838

GREENLEAF CENTER
The Robert K. Greenleaf Center
1100 W. 42nd Street, Suite 321
Indianapolis IN 46208
(317) 925-2677

HOLLYWOOD HOME
Hollywood Home Theatre
Div. of Budget DMF
1540 North Highland Avenue
Hollywood CA 90028
(213) 466-0121

INTELLIMATION
Intellimation
Annenberg/CPB Project
PO Box 1922-AH
130 Cremona Drive
Santa Barbara CA 93116-1922
(800) 532-7637
(805) 968-2291

INTERNAT'L
International Historic Films
PO Box 29035
Chicago IL 60629
(312) 927-2900

MCA HOME
MCA Home Entertainment
70 Universal City Plaza
Universal City CA 91608
(818) 777-4300

MGM
MGM Home Video, Inc.
10000 West Washington Blvd.
Culver City CA 90232-2728
(213) 280-6000

NATHAN/TYLER
Nathan/Tyler
535 Boylston Street
Boston MA 02116
(800) 227-7703

NAFWI
National Assn of Financial Women International
Educational Foundation
500 North Michigan Avenue
Chicago IL 60611
(312) 661-1700

PBS
PBS Video
1320 Braddock Place
Alexandria VA 22314
(800) 424-7963

PFEIFFER
Pfeiffer & Company
8517 Production Avenue
San Diego CA 92121-2280
(619) 578-5900

PHOENIX
Phoenix Learning Resources
468 Park Avenue South
New York NY 10016
(800) 221-1274

PRISM
Prism Entertainment
1888 Century Park East
Suite 350
Los Angeles CA 90067
(213) 277-3270

PRODUCERS INT
Producers International Corporation
3921 North Meridian Street
Indianapolis IN 46208-4011
(317) 924-5163

PURDUE
Purdue University
Public Affairs Video Archives
1025 Stewart Center
West Lafayette IN 47907
(317) 494-9630

PYRAMID
Pyramid Film & Video
Box 1048
Santa Monica CA 90406-1048
(800) 421-2304

RUTGERS
Rutgers University
School of Business
New Brunswick NJ 08903
(908) 932-3600

SALENGER
Salenger Films
1635 12th Street
Santa Monica CA 90404-9830
(310) 450-1300

TIME LIFE
Time-Life Books, Music and Video
1450 East Parham Road
Richmond VA 23280
(800) 621-7026

VIDEO ARTS
Video Arts Inc.
8614 West Catalpa Avenue
Chicago IL 60656
(800) 553-0091

VIDEO PUB
Video Publishing House, Inc.
Four Woodfield Lake
930 N. National Parkway, Suite 505
Schaumburg IL 60173-9921
(800) 824-8889
(708) 517-8744

REFERENCE SOURCES FOR OTHER FILMS AND VIDEOS

REFERENCE BOOKS

Bowker's Complete Video Directory 1991-92
R. R. Bowker Co.
P.O. Box 31
121 Chanlon Road
New Providence, NJ 07974-9903
Phone: (800) 521-8110

Over 75,000 videos are included in this two-volume reference set. A wide array of subjects and audiences are included. Fifteen indexes provide easy access to the videos.

Educational Film and Video Locator. 4th ed. (1991)
R. R. Bowker Co.
P.O. Box 31
121 Chanlon Road
New Providence, NJ 07974-9903
Phone: (800) 521-8110

This is a compilation of film and video titles held by more than fifty major university film centers. Each film listed is briefly annotated and includes codes for the universities owning the film. Most university libraries and film centers will have this reference book. Many of the university centers listed here loan films to libraries and other organizations outside their region for a small rental fee.

Feature Films Available for Rental, Sale and Lease. 8th ed. (1985). James L. Limbacher, editor
R. R. Bowker Co.
P.O. Box 31
121 Chanlon Road
New Providence, NJ 07974-9903
Phone: (800) 521-8110

A reference book containing a list of film companies and distributors for over 20,000 feature films and video cassettes in the United States and Canada. Although this work has not been updated, it is still in print and useful for films prior to 1985.

Film and Video Finder. 3rd ed. (1991)
National Information Center for Educational Media
Division of Access Innovations
P. O. Box 40130
Albuquerque, NM 87196
Phone: (505) 265 3591
(800) 468-3453

This is only one of NICEM's publications. They acquire and annotate information on nonprint media covering all levels of education and instruction, including college, professional, and adult education. Much of this information is available for computer searching through an on-line computer file (*A-V Online* on DIALOG).

The Five Hundred Best British & Foreign Films to Buy, Rent or Videotape (1988)
National Board of Review of Motion Pictures
William Morrow and Company
105 Madison Avenue
New York, NY 10016
Phone: (212) 889-3050
(800) 843-9389

Halliwell's Film and Video Guide. 6th ed. (1989)
Charles Scribner
C/O Macmillan Publishing Co., Inc.
866 Third Avenue
New York, NY 10022
Phone: (212) 702-2000
(800) 257-5755

Halliwell provides his own brief reviews on more than 10,000 feature films and videos. Though brief, these reviews provide a realistic perspective to the film producers' puffery.

Leonard Maltin's TV Movies & Video Guide (1992)
Leonard Maltin
Plume Books
Division of Penguin USA
375 Hudson Street
New York, NY 10014-3657
Phone: (212) 366-2000

Media Profiles: Career Development Edition (yearly subscription)
Olympic Media Information
70 Hudson Street
Hoboken, NJ 07030
Phone: (201) 963-1600

This subscription service consists of original reviews of films, videos, slide sets, and media-based training courses. The primary audience is training directors in corporate and public organizations, but some of the films reviewed are appropriate for more generic leadership education. Each review gives a thorough description of the media product, audience level, a graded evaluation, price and film source.

The Movie List Book: A Reference Guide to Film Themes, Settings and Series (1990).
Richard B. Armstrong and Mary Williams
McFarland and Company
Box 611
Jefferson, NC 28640
(919) 246-4460

This guide to movie themes and settings got excellent reviews for its comprehensive and detailed subject indexing. It is the book of choice for finding movies by topic.

Thompson-Mitchell and Associates (catalog)
3384 Peachtree Road
Atlanta, GA 30326
Phone: (404) 233-5435

This organization is a one-source distributor for a large number of training-film producers. Handles both sales and rental.

Video Source Book. 13th ed. (1992)
Gale Research, Inc.
835 Penobscot Building
Detroit, MI 48226-4094
Phone: (800) 347-4253
(800) 877-4253
(313) 961-2242

Lists over 50,000 video program titles representing the combined contents of almost 1000 video catalogs. Many libraries and film centers will have this reference work.

OTHER RESOURCES

University Film/Video Collections. Many colleges and universities have extensive video and film collections which are accessible to the general public for rental. They often have catalogs of other universities' collections as well.

Public Library Film Collections. Many of the medium to large public libraries have surprisingly good collections. Often larger public libraries will have public preview sessions of management and business videos.

Video Rental Stores. This is a good source to get feature films to preview for possible course or classroom use. Some video stores have a computer searchable database to help you identify videos on a topic.

V. RESOURCE PERSONS IN LEADERSHIP EDUCATION

Contents

Introduction 543

Resource Persons 545

State Index to Resource Persons 603

RESOURCE PERSONS IN LEADERSHIP EDUCATION

Introduction

All of the information in this section is completely updated and verified with each edition of this book. The 256 individuals listed here completed a survey form in late 1991 and early 1992 describing their leadership interests and indicating the ways they would be willing to be available to others.

Each entry includes name, address and phone number. It also includes the following information when provided: FAX number, computer network address, leadership courses taught and programs administered, publications (limited to selected recent publications), research in progress, resource role and current interests.

The individuals listed here include all those who contributed courses or programs to the current edition, many past contributors and other persons with a long-standing interest in leadership education. You are encouraged to call on members of this resource network to assist you in planning or improving programs and workshops. Many of them are available to run workshops, serve as speakers/panelists or consult.

To locate people by subject or interest area use the *Index*. This will direct you to people whose interests match your own. To identify resource persons in your region, use the *State Index to Resource Persons* that immediately follows the alphabetical list.

RESOURCE PERSONS

ADLER, BETH

Organizational Consultant, Student Organization Development Center, University of Michigan, 2202 Michigan Avenue, Ann Arbor, MI 48109-1349

Phone: (313) 763-5900 **FAX:** (313) 763-1388

Net Address: Internet: beth.adler@um.cc.umich.edu Bitnet: user hhfa@umichum

Course(s) and Program(s): Beginning Leadership; Emerging Leaders.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Leadership and organizational development in individuals and student organizations; student awareness of leadership style and its effect on others and on organizational structure.

AGOR, WESTON H.

Professor, University of Texas at El Paso, Masters in Public Administration Program, El Paso, TX 79968

Phone: (915) 747-5227 **FAX:** (915) 747-5111

Net Address: HYOO@UTEP.BITNET or INTUDM-L@UTEPA.BITNET

Course(s) and Program(s): Administrative Theory and Leadership; Brain Skill Management; How to Lead Productively.

Publications: *Intuition in Organizations: Leading and Managing Productively*, Sage, 1989; "How intuition can be used to enhance creativity in organizations," *The Journal of Creative Behavior, 25*, First Quarter 1991; *Intuition in Decision Making: How to Assess, Use, and Develop Your Intuitive Powers for Increased Productivity* (instrument to measure potential intuitive ability), Global Intuition Network.

Research in Progress: The role of intuition in leadership and creativity.

Resource Role: Director of Global Intuition Network; panelist; organizational consultant; attend conferences.

Interests: Promotion and research of intuition in leadership and creativity, publications of case illustrations of same; testing and assessment of brain skills/management styles; custom designed training for using intuition to solve problems, generate ideas, manage crisis, assess future trends, cope with rapid change and manage organizational learning.

ANDERSON, CAROL L.

Associate Director, Cooperative Extension, Cornell University, N-130A MVR, Cooperative Extension, Ithaca, NY 14853-4401

Phone: (607) 255-2245

Resource Role: Panelist; speaker; information sharing.

APPLEBY, R. NEAL

Director, Student Service, Syracuse University, School of Education, 270 Huntington Hall, Syracuse, NY 13244-2340

Phone: (315) 443-3729 **FAX:** (315) 443-5732

Resource Role: Information sharing; consultant.

ARTMAN, RICHARD B.

Vice-President, Student Affairs, Nebraska Wesleyan University, 5000 St. Paul Avenue, Lincoln, NE 68504

Phone: (402) 465-2153 **FAX:** (402) 465-2179

Course(s) and Program(s): Creative Leadership; Lead Retreat.

Resource Role: Panelist; speaker; information sharing; consultant.

AVOLIO, BRUCE J.

Director, Kellogg Leadership Program, SUNY - Binghamton, School of Management, Binghamton, NY 13902

Phone: (607) 777-4181 **FAX:** (607) 777-4188

Net Address: LEAD5@BINGVMA.BITNET

Course(s) and Program(s): Kellogg Leadership Program; Graduate courses in Introductory and Advanced Human Resource Management; Organizational Behavior; Organizations: A Life-Span Approach; Small Groups and Team Behavior; Research Methods; Work: A Life Cycles Approach; Organizational Systems and Theory; Leadership and Supervision; Women and Men in Management.

Publications: (Co-author) "The effects of leadership behavior and leader-follower personality congruence on predicting follower satisfaction and consolidated unit performance," in *The Impact of Leadership*, 1992; (co-author) *Predicting Consolidated Unit Performance: Leadership Ratings, Locus of Control and Support for Innovation* presented to Academy of Management, Miami, 1991; (co-author) *Leading in the 1990s: Towards Understanding the Four I's of Transformational Leadership*; (co-author) "Operationalizing charismatic leadership using a levels of analysis framework," *Leadership Quarterly, 1*, 1990, 193-208; "Transformational leadership: Viewed as an organizational development process," in 1990 *Organization Development Annual*; additional books, articles and papers on leadership and human resources; editor functions for numerous journals.

Research in Progress: Transformational leadership; charismatic leadership; aging; performance evaluation; combat leadership in the Persian Gulf; diffusion of leadership development work in human resource functions/policies.

Resource Role: Panelist; speaker; consultant.

Interests: Executive development; human resource management; leadership; organizational behavior.

BADER, DIANA

Senior Associate, Leadership Development and Clinical Ethics, Catholic Health Association of the U.S., 4455 Woodson Road, St. Louis, MO 63134-0889

Phone: (314) 427-2500 **FAX:** (314) 427-0029

Course(s) and Program(s): Leadership Development: Beginnings; Leadership Development for Catholic Healthcare.

Publications: Materials on ethical issues for healthcare leaders in progress.

Research in Progress: Formulation of a comprehensive program for leadership in Catholic healthcare.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Establishment of a comprehensive program for leadership in Catholic healthcare; education sessions on ethical issues for leaders.

BASS, BERNARD

Director, Center for Leadership Studies, State University of NY at Binghamton, Binghamton, NY 13901

Phone: (607) 777-3007 **FAX:** (607) 777-4188

Net Address: LEAD5@BINGVMA.BITNET

Course(s) and Program(s): Center for Leadership Studies; Kellogg Leadership Program; basic and advanced workshops on full range of leadership.

Publications: *Transformational Leadership and Innovation: Strategies for Organizational Improvement and Human Resources Management*, ISVOR-Fiat, 1992; *Bass & Stogdill's Handbook of Leadership Theory: Theory, Research and Managerial Applications*, 3rd ed., Free Press, 1990; *Advances in Organizational Psychology: An International Review*, Sage, 1987; *Leadership and Performance Beyond Expectations*, Free Press, 1985; Founding Editor and Executive Editor of the *Leadership Quarterly*; consulting editorships for various journals, books, articles, chapters, reviews and monographs.
Research in Progress: Transformational leadership and innovative performance in an R & D laboratory; transformational leadership training: promotion of community development through effective leadership; a retrospective/prospective view of leadership development, emergence and performance.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Transformational leadership; international management; workshops in Europe and elsewhere abroad.

BASSETT, LOIS R.
W. K. Kellogg Foundation, 4120 SW 322nd, Federal Way, WA 98023
Phone: (206) 838-9470 **FAX:** (206) 838-9486
Course(s) and Program(s): Family Community Leadership.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Educational program teaching leadership skills to family members, particularly women, so they can get involved in public policy issues that affect the quality of family and community life. FCL program is available in 50 states, Washington, DC, Guam and Puerto Rico.

BEARDSLEY, STEPHANIE
Director of Residence Halls, University of California - Davis, 127 Student Housing-UCD, Davis, CA 95616
Phone: (916) 752-2491 **FAX:** (916) 752-4345
Course(s) and Program(s): Supervision of residence hall system, which includes educational efforts aimed at student and leadership development.
Resource Role: Panelist; speaker; attend conferences; information sharing.

BEAVEN, MARY H.
College of Business Administration, Fairleigh Dickinson University, 1000 River Road, Teaneck, NJ 07666
Phone: (201) 692-2157 **FAX:** (201) 692-0185
Course(s) and Program(s): Power and Politics in Organizations; Self-development, Interpersonal, Presentational and Leadership Skills for Accountants.
Research in Progress: Leadership issues, global warming and risk communication; post-disaster recovery and leadership in work and community settings.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

BENNETT, DIANE T.
Dean, Continuing Studies, Bellarmine College, 2001 Newburg Road, Louisville, KY 40205
Phone: (502) 452-8161 **FAX:** (502) 456-1844
Course(s) and Program(s): Leadership Education.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Leadership development program for K-12 teachers in public, private and parochial schools; development of a leadership program for Kentucky women to access the state political system.

BEODEKER, BOB
Director, Campus Activities & University Center, Southeast Missouri State University, 900 Normal, 2nd Floor, Cape Girardeau, MO 63701
Phone: (314) 651-2953 **FAX:** (314) 651-5020
Course(s) and Program(s): Leadership Development Program; Emerging Leaders.
Research in Progress: Impact of freshman leadership programs on retention, student involvement and future involvement in community service.
Resource Role: Panelist; speaker; attend conferences; information sharing.
Interests: Seminar series; resource library.

BERTE, NEAL R.
President, Birmingham-Southern College, Box A-2, 900 Arkadelphia Road, Birmingham, AL 35254
Phone: (205) 226-4620 **FAX:** (205) 226-4627
Net Address: uunet!bsc835!jbaxter
Course(s) and Program(s): Comparative Elite Behavior; Leadership Studies/An Administrative Internship; Center for Leadership Studies.
Publications: *Toward the Proactional' Presidency*; *Managing the Liberal Arts Institution: A Case Study*
Research in Progress: Leader as servant; the role of the leader in institutional change.
Resource Role: Panelist; speaker; attend conferences; information sharing.

BIGGS, JUDI
Assistant Director of Student Activities, University of Southern California, 202 Student Union, Los Angeles, CA 90089-0890
Phone: (213) 740-5693 **FAX:** (213) 749-9781
Course(s) and Program(s): Greek Leadership; General Leadership; Advanced Leadership; Emerging Leader Program; Senior Capstone Experience.
Resource Role: Panelist; speaker; consultant.
Interests: Multi-dimensional approach to leadership development; bridging the leader's experience from the university to the world of work.

BIRMINGHAM, CATHY
Assistant Director of Leadership Development, The Leadership Center, University of NC - Wilmington, Wilmington, NC 28403-3297
Phone: (919) 395-3877 **FAX:** (919) 395-3863
Course(s) and Program(s): Leadership and Group Dynamics; Leadership in Higher Education; The Leadership Center offers 12 programs including Black Student Leadership Network, Discover Outdoor Learning, Emerge and Peer Educator.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

BLACK, LAURA F.
Assistant Director, University Student Center, North Carolina State University, Campus Box 7306, Raleigh, NC 27695-7306

Phone: (919) 515-2452 **FAX:** (919) 515-7473
Course(s) and Program(s): N.C.S.U. Leadership Development Series.
Research in Progress: Development of an instrument to assess current students; development of an instrument to assess alumni and the program's impact on "real world" experiences.
Resource Role: Panelist; speaker; attend conferences; consultant.
Interests: Leadership styles involving black/white issues; self-esteem; empowerment of self and others.

BLEZEK, ALLEN G.
Director, Center for Leadership Development, University of Nebraska, 300 Ag Hall, Lincoln, NE 68583-0709
Phone: (402) 472-2809 **FAX:** (402) 472-5863
Course(s) and Program(s): Center for Leadership Development; Nebraska LEAD Program.
Publications: Newsletters.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Curriculum specialist; program development; speech writer; lecturer; co-founder of IAPAL (International Association of Programs of Agricultural Leadership); faculty development specialist.

BLIMLING, GREGORY
Vice Chancellor for Student Development, Appalachian State University, Administration Building, Boone, NC 28608
Phone: (704) 262-2060

BOATMAN, SARA A.
Associate Professor and Chair, Department of Communication and Theater Arts, Nebraska Wesleyan University, 5000 St. Paul, Lincoln, NE 68504
Phone: (402) 465-2388 **FAX:** (402) 465-2179
Course(s) and Program(s): Communication and Leadership; directing a planning grant to develop an interdisciplinary community-based all-campus model leadership program.
Publications: *Supporting Student Leadership* (forthcoming from NACA Educational Foundation); "Potential and impact: Assessment and validation in leadership development." *Profile*, January 1991; "Voices of the future: Thoughts from emerging leaders." *Profile*, August 1990; "Professional ethics." *Campus Activities Programming* 23, 1990.
Research in Progress: Leadership and community; a preliminary model in existing scholarship.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Curricular and cocurricular concerns; public university and private liberal arts perspective; community development; volunteer involvement.

BOGUE, E. GRADY
Professor, Department of Educational Leadership, University of Tennessee, Knoxville, TN 37996
Phone: (615) 974-2216 **FAX:** (615) 974-6146

Course(s) and Program(s): Issues in Higher Education Leadership; doctoral program for the preparation of leaders in higher education.
Publications: *The Evidence for Quality*, Jossey Bass, 1992; *The Enemies of Leadership*, Phi Delta Kappa, 1985.
Research in Progress: Evaluation of regional accreditation criteria for institutional effectiveness; incentive policies for productivity improvements.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Performance incentives; quality assurance.

BOKOR, CHUCK
Rural Leadership Consultant, Rural Organizations and Services, Ontario Ministry of Agriculture, P.O. Box 1030, Guelph, Ontario, CANADA N1H 6N1
Phone: (519) 767-3542 **FAX:** (519) 824-6941
Publications: Newsletters.
Research in Progress: Leadership and organizational needs of rural agricultural organizations in Ontario.
Interests: Extension education in the leadership/organization development field in rural Ontario; workshops, seminars and conferences for rural clients.

BOLTON, ELIZABETH
Leadership Development and Adult Education, University of Florida, Institute of Food and Agricultural Sciences, 3041 McCarty Hall, Gainesville, FL 32611-0130
Phone: (904) 392-1987 **FAX:** (904) 392-8196
Net Address: Internet: HEC@GNV.IFAS.UFL.EDU or EBB@GNV.IFAS.UFL.EDU Bitnet: HEC@IFASGNV or EBB@IFASGNV
Course(s) and Program(s): Leadership Development for Extension and Community Organizations.
Publications: "Developing local leaders: Results of a structured learning experience." *Journal of Community Development*, 1991, Vol. 22 (1), 119-143.
Research in Progress: Longitudinal study of changes in leadership practices among extension sponsored local organizations.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Development of a Certificate in Leadership for graduate and undergraduate students.

BONNEAU, GILLES A.
Institut de l'ARC, 4540 Chemin de la Riviere, C.P. 97, Laterriere, Quebec G0V 1K0, CANADA
FAX: (419) 545-5012
Course(s) and Program(s): Creativity Course.
Resource Role: Panelist; attend conferences; information sharing; consultant.
Interests: Creativity as a way to improve community and social well being.

BOOTHBY, NEIL
Director, Leadership Program, Duke University, Institute of Policy Sciences & Public Affairs, Box 4875, Duke Station, Durham, NC 27706
Course(s) and Program(s): Leadership, Policy and Change; Duke University Leadership Program.

Research in Progress: Multi-year study on leadership and poverty: an historical approach.
Resource Role: Panelist; speaker; consultant.

BOOTHE, DAVID
Ohio Cooperative Extension Service, South District Extension Office, P.O. Box 958 Standpipe Road, Jackson, OH 45640
Phone: (614) 286-3299 **FAX:** (614) 286-1578
Course(s) and Program(s): Project Excel is a comprehensive personal development program for existing and emerging leaders in Ohio's local communities.
Publications: *Assessment Center Manual for Ohio County Commissioners*; *Guidelines for Adaptation.*
Research in Progress: Use of assessment centers in public leader development.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Job analysis for Ohio school board members as public leaders, leading to a possible assessment center for school boards.

BREEZE-MEAD, ALISON
Director of Student Activities, Kennesaw State College, P.O. Box 444, Marietta, GA 30061
Phone: (404) 423-6280 **FAX:** (404) 423-6433
Course(s) and Program(s): Student Leadership Kennesaw.
Publications: "Competencies of Leadership," *Campus Activities Programming*, April 1991.
Resource Role: Panelist; attend conferences; information sharing; consultant; facilitate leadership retreats.

BRENEGAR, EDWIN R., III
Jennings Randolph Leaders Program, Davis & Elkins College, 100 Sycamore Street, Elkins, WV 26241
Phone: (304) 636-1900 **FAX:** (304) 636-8624
Course(s) and Program(s): The Ethics and Practices of Leadership; The Jennings Randolph Leaders Program.
Research in Progress: The function of human relationships in leadership in regard to the conflict between individualism and communitarian values. Does organizational and social leadership require a foundation of shared values of individuals to be effective?
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant; assist in organizing conferences.
Interests: Effective leadership in the context of a community, a collection of people with shared interests, values and goals whose action is a product of their community; the moral foundation which provides the effective context for progress.

BROWN, MARTHA
Student Services, Creighton University, 2500 California Street, Omaha, NE 68178
Phone: (402) 280-2718
Course(s) and Program(s): Creighton University Leadership Program; Freshman Leadership Program; Leadership Conference.
Resource Role: Information sharing; consultant.

Interests: Omicron Delta Kappa (national leadership honor society); Student Leadership Recognition Day.

BROWN, PATRICK

Director of Student Activities, University of Vermont, Office of Student Activities, Burlington, VT 05405-0040

Phone: (802) 656-0040

Course(s) and Program(s): Leadership: Theories, Styles and Realities; Advance Seminar in Leadership.

Resource Role: Panelist; speaker; consultant.

Interests: Campus leadership programs that blend the curricular and co-curricular efforts extending from the liberal arts to business classes to the applied sciences to student affairs to community service.

BROWN, ROOSEVELT

Assistant Dean of Students, SUNY - Oswego, LEAD Center, 214 Hewitt Union, Route 104W, Oswego, NY 13126

Phone: (315) 341-3203 **FAX:** (315) 341-6329

Course(s) and Program(s): SUNY Oswego Leadership and Development Series, "Strengthening leaders for a better tomorrow."

Publications: "Roosevelt Brown, Jr. Whiffleball Theory on Leadership," *Image: The Scholar's Release*, Spring 1991 and Fall 1991.

Research in Progress: Leadership/Diversity: How can one be a leader while being inclusive of all ethnic backgrounds?; Leadership: Do you have what it takes?

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: In Brown's theory, the world is represented by a main whiffleball. Inside the main ball are many smaller whiffleballs which represent systematic organized structures (SOS), such as communities, educational institutions and governments. People tend to impose finite solutions and finite opportunities within these SOS. Although there are holes in each ball, few people trek from one SOS to another and fewer yet move outside the main whiffleball to experience infinite opportunities. Brown challenges people to deviate from comfortable environments, overcome fear of change, ignore social distractions and to feel the heat of transition.

BUCCI, FRANK A.

Professor, College of Graduate Studies, Kutztown University, Kutztown, PA 19530

Phone: (215) 683-4204

Course(s) and Program(s): Seminars on Leadership in Student Affairs.

Resource Role: Information sharing; consultant.

BULL, BERNARD F.

Director of Student Teaching, Carson-Newman College, Box 71925, Jefferson City, TN 37760

Phone: (615) 471-3319

Course(s) and Program(s): Teacher as Leader.

Resource Role: Panelist; speaker; attend conferences; information sharing.

Interests: Stress management; time management.

BURTIS, JOHN O.

Director of Forensics, Speech Department, Nichols Hall, Kansas State University, Manhattan, KS 66506

Phone: (913) 532-6875

Interests: Panelist; speaker; attend conferences; information sharing.

CAMPBELL, RICHARD

New York University, Room 578, 6 Washington Place, New York, NY 10003

Phone: (212) 998-7811 **FAX:** (212) 995-4018

Net Address: CAMPBELL@XP.NYU.EDU

Course(s) and Program(s): Psychology of Leadership.

Publications: (Co-author) "Potency in groups: Articulating a construct," *British Journal of Social Psychology*; "HR development strategies," in K.N. Wexley (Ed.) *Developing Human Resources*, 1991, Bureau of National Affairs.

Research in Progress: A model of team effectiveness emphasizes contextual factors rather than process variables; current studies test posited causal relationships between contextual variables, potency and team effectiveness; expansion of the team effectiveness model to specify how effective leaders create conditions (context) that enhance team performance and directly influence the motivation (potency) and commitment of team members.

Resource Role: Speaker; information sharing; consultant.

CAROSELLI, MARLENE

Center for Professional Development, 10305 Summertime Lane, Culver City, CA 90230

Phone: (213) 204-5207 **FAX:** (213) 204-5207

Course(s) and Program(s): The Language of Leadership.

Publications: *The Language of Leadership*, HRD Press; "Speaking the Language of Leadership," *Successful Meetings*; *Wart Removal: Quality Success Stories* (in progress).

Research in Progress: Plan to contact Fortune 100 CEO's to learn how they are applying the "Sherwood Six" to macro and micro organizational processes.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Leadership at all levels of an organization; motivation to develop and apply leadership potential.

CHAMBERS, GLEN A.

Counselor, Catonsville Community College, 800 South Rolling Road, Catonsville, MD 21228

Phone: (301) 455-4725 **FAX:** (301) 455-4411

Course(s) and Program(s): Leadership in Small Groups; The Student Government Association Leadership '91 Plan; Campus Student Groups Leadership Development.

Research in Progress: Conflict resolution processes for leaders and trainers.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Community college student leadership development; student government; problem solving; delegating; communication; multi-cultural awareness; time management; leadership training for men.

CLARK, KENNETH E.
Unit 702, The Esplanade, 4551 Gulfshore Blvd., N., Naples, FL 33940
Phone: (813) 263-8967
Publications: *Measures of Leadership* (co-editor), Center for Creative Leadership, 1990; *Impact of Leadership* (joint editor), Center for Creative Leadership, 1992 (in press); *Basics of Leadership* (co-author), to be published in 1993; others.
Resource Role: Participate in panel discussions; give talks

CLARK, MIRIAM B.
Unit 702, The Esplanade, 4551 Gulfshore Blvd., N., Naples, FL 33940
Phone: (813) 263-8967
Publications: *Measures of Leadership* (co-editor), Center for Creative Leadership, 1990; *Impact of Leadership* (joint editor), Center for Creative Leadership, 1992 (in press); *Basics of Leadership* (co-author), to be published in 1993; others.
Resource Role: Participate in panel discussions; give talks

COGNETTA, JOHN S.
Associate Dean, Student Activities, Deanza College, 21250 Stevens Creek Blvd., Cupertino, CA 94014
Phone: (408) 864-8757
Research in Progress: Does student involvement increase success rate?
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Leadership styles.

CONNER, ROSS F.
Associate Professor, Program in Ecology, University of California at Irvine, Irvine, CA 92717
Phone: (714) 856-5576 **FAX:** (714) 725-2056
Course(s) and Program(s): Leadership Development.
Resource Role: Panelist; speaker; attend conferences; information sharing.

CONRAD, WILLIAM R., JR.
Center for Creative Management, 4800 Prince Street, Downers Grove, IL 60515
Phone: (708) 964-0432
Course(s) and Program(s): Public Administration at Roosevelt University; Leadership programs at Executive Institute and United Way of Chicago.
Publications: *A Basic Nonprofit Leadership/Management Model and Concept*; *Successful Nonprofit Leadership/Management: The Board Chairperson and the Nonprofit Executive*; *Vision and the Visionary Leader*; *Observation and Opportunity: Key to Effective Leadership*; other books; articles.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Workshops in the U.S., Canada and the United Kingdom serve organizations involved with youth, elderly, disabled, family, education, community, health, crisis intervention and criminal justice in both the nonprofit and government sectors. Areas of service include board of director development, strategic planning, organizational development and nonprofit executive leadership.

COPESTICK, KEVIN J.

Manager, Services, Tampa Electric Company, P.O. Box 111, Tampa, FL 33601
Phone: (813) 228-4349 **FAX:** (813) 228-1670
Course(s) and Program(s): Adjunct facilitator for company's Leadership Orientation and Interaction Management programs.
Publications: *Four Faces of Change: Successfully Managing Major Change*; *Organizational Change: Managing the End and the Means.*
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Previous experience as teacher and director of management development programs in Assessment Center operations, selection systems, performance analysis, change management and organizational development; current experience in a line management position, applying realities to theory.

COSGROVE, THOMAS J.

Associate Dean of Students, University of San Diego, University Center - Alcala Park, San Diego, CA 92110
Phone: (619) 260-4589
Course(s) and Program(s): Leadership in Organizations; Emerging Leaders; Skill Builders for Managers and Leaders.
Publications: "Cleaning up our language about leadership," *Programming Magazine*, August 1988; "The politics of student leadership," *Programming Magazine*, August 1988.
Research in Progress: Follow up on Emerging Leaders participants.
Resource Role: Panelist; speaker; attend conferences; consultant.

COTRONEO, KEITH

Hagerstown Junior College, 751 Robinwood Drive, Hagerstown, MD 21740
Phone: (301) 790-2800 **FAX:** (301) 739-0737
Course(s) and Program(s): Leadership Dynamics; Leadership Communications; Corporate College Gold Program; Center for Continuous Improvement.
Publications: *Employee Productivity: What Followers Need from Leaders.*
Research in Progress: Perspective of leadership from leader and follower viewpoint.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: The Center for Continuous Improvement is a resource for business, organizations and government agencies dedicated to the concept of continuous quality improvement through the development of leadership, employee involvement and quality systems.

CRAFT, ROLF V.

Director, Ronald Reagan Scholarships, Eureka College, 300 College Avenue, Eureka, IL 61530
Phone: (309) 467-6413 **FAX:** (309) 467-6386
Course(s) and Program(s): Honors seminar; Ronald W. Reagan Scholarship Program.
Resource Role: Panelist; speaker; attend conferences; information sharing.
Interests: Family management.

CRONIN, THOMAS E.

Colorado College, Colorado Springs, CO 80903
Phone: (719) 475-1900

Course(s) and Program(s): Leadership and Governance; The Leadership Program.
Publications: *Leadership 101*.
Research in Progress: General research on leadership.
Resource Role: Panelist; consultant; speaker on Leadership in America, The Paradoxes of Leadership, Thinking and Learning About Leadership.

CURRY, REX L.
Associated Director, Pratt Institute Center for Community and Environmental Development (PICCED), 379 DeKalb Avenue, 2nd Floor Steuben, Brooklyn, NY 11205
Phone: (718) 636-3486 **FAX:** (718) 636-3709
Net Address: CompuServe: 70334,1442
Course(s) and Program(s): Community Planning; Community Economic Development Internship.
Interests: Internship program designed to train CEO's and project managers of community-based nonprofit development corporations serving low and moderate income people.

CUSHMAN, MICHAEL
Lecturer, College of Business Administration, Loyola University, 6363 St. Charles Avenue, New Orleans, LA 70118
Phone: (504) 865-3544 **FAX:** (504) 626-7983
Course(s) and Program(s): Entrepreneurship; Principles of Management; Women in Management; Business Leadership.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: President of Cushman & Associates, a business development and general management consulting firm providing assistance in strategic and business planning, organization and key personnel assessment.

CUSHMORE, MARCIA CASEY
Director, Leadership Consultant, Reflective Leadership Center, University of Minnesota, Hubert Humphrey Institute, 301 19th Avenue, South, Minneapolis, MN 55455
Phone: (612) 625-7377 **FAX:** (612) 625-2351
Course(s) and Program(s): Leadership for City Managers; Ethical Leadership; Leadership: Change; Leadership for Elected Officials; St. Paul Creative Leadership Institute; Clergy Leadership Institute; Leadership Consultants.
Research in Progress: Groups; power.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Participatory seminars, focusing on what's "true" or "real" for a group or individual.

CUSMA, TERESA PAUMIER
Associate Director, Student Activities, University of Dayton, 300 College Park, Dayton, OH 45469
Phone: (513) 229-4114 **FAX:** (513) 229-4000
Course(s) and Program(s): The Art of Leadership.
Resource Role: Panelist; attend conferences; information sharing; consultant.

Interests: Proposed leadership program; development and implementation of a not-for-credit internship program.

DALE, ROBERT
Virginia Baptist General Board, 2828 Emerywood Parkway, Richmond, VA 23226
Phone: (804) 672-2100
Course(s) and Program(s): Making Good Leaders Better; Center for Creative Leadership Development; Virginia Baptist General Board.
Publications: *Good News From Great Leaders!*, Alban Institute, 1992.
Research in Progress: Brain function and individual/group decision making.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

DANIELSON, DORIS K.
Danielson Associates, 411 South Sangamon, Chicago, IL 60607
Phone: (312) 243-7890 **FAX:** (312) 243-7904
Net Address: CompuServe: 72177,3667
Resource Role: Attend conferences; information sharing; consultant.
Interests: Inroads; write, plan and advise on PR strategies to develop and place talented minorities in business and industry and to prepare them for positions of leadership.

DANSEREAU, FRED
60 Groton Drive #4, Amherst, NY 14228
Phone: (716) 636-3236
Course(s) and Program(s): Leadership and Motivation.
Publications: "Superior-subordinate communications," in *Handbook of Organizational Communications*, Sage, 1988.
Research in Progress: Longitudinal and multiple-level studies of leadership in organizations.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

DAVIS, LEARY
Professor of Law, Campbell University School of Law, P.O. Box 158, Buies Creek, NC 27506
Phone: (919) 893-4111 **FAX:** (919) 893-9850
Net Address: ABANET: 1450
Course(s) and Program(s): Law Firm Planning Seminar.
Research in Progress: A study measuring needs, interests, values and preferences of lawyers using EWOs and MBTI.
Resource Role: Panelist; speaker; attend conferences; information sharing.

DAWSON, RICH
Director, Office of International Student Services, Pepperdine University, Malibu, CA 90265
Phone: (214) 456-4246
Research in Progress: Ph.D. research in student involvement and student satisfaction.

DECKER, LARRY
Associate Dean, Curry School of Education, University of Virginia, 405 Emmet Street, Charlottesville, VA 22903

Phone: (804) 924-3335 **FAX:** (804) 924-0747
Course(s) and Program(s): Leadership Assessment and Development.
Resource Role: Panelist; speaker; information sharing; consultant.

DEEGAN, JAMES E.
Dean of Special Programs, Eckerd College, P.O. Box 12560, St. Petersburg, FL 33733
Phone: (813) 864-8213 **FAX:** (813) 864-8996
Course(s) and Program(s): Leadership Development Program.
Resource Role: Panelist; speaker; attend conferences; consultant.

DELUGA, RONALD
Associate Professor of Psychology, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917-1284
Phone: (401) 232-6279 **FAX:** (401) 232-6319
Course(s) and Program(s): Learning for Leadership; Leadership Mentoring; Learning for Leadership Program; Directed International Study.
Publications: "The relationship of leader-member exchanges with laissez-faire, transactional, and transformational leadership in naval environments," in *Impact of Leadership*, Center for Creative Leadership (in press); "The relationship of upward influencing behavior with subordinate impression management characteristics," *Journal of Applied Social Psychology*, 21, 1991; (co-author) "The effects of transformational and transactional leadership on the influencing behavior of subordinate police officers," *Journal of Occupational Psychology*, 64, 1991; "The relationship of subordinate upward influencing behavior, health care manager interpersonal stress, and performance," *Journal of Applied Social Psychology*, 11, 1991.
Research in Progress: Independent research projects with undergraduate and graduate students.
Resource Role: Panelist; speaker; attend conferences; information sharing.
Interests: Behavioral consulting to industries and organizations in the areas of management, leadership, human resources, decision making and organizational behavior management.

DEMUTH, CAROL
5747 South Utica, Tulsa, OK 74105
Phone: (918) 749-2157
Research in Progress: Profile of student leadership development in American doctoral higher education programs.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Motivation and leadership in network marketing for business.

DENNIS, DONNA
Training and Education, Chubb Group of Insurance Companies, 15 Mountain View Road, Warren, NJ 07060
Phone: (908) 580-2011 **FAX:** (908) 580-3145
Course(s) and Program(s): Leadership Development; management/executive education programs.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Use of Avolio and Bass Multifactor Leadership Questionnaire to help managers define their own development plans; self-managed leadership development as related to business effectiveness.

DICKSON, GARY L. ("GREG")

Developmental Advising Inventories, Inc., P.O. Box 29-1844, Kettering, OH 45429
Phone: (513) 298-4331 x5350
Publications: "The Developmental Advising Inventory: A New Approach to Academic Advising," *NACADA Journal, 11* (4), Spring, 1991 (co-author). Developmental Theory and Organizational Structure: An Integration," *NASPA Journal, 28* (3), Spring, 1991.
Research in Progress: Worked on the "Student Development (Core) Curriculum Project." The objective was to design a model for prioritizing educational programming that was based on developmental theory and needs assessments. The rationale that drove the project was the belief that it is time for the profession of student affairs to move from an extra-curricular role in student services administration to a legitimate co-curricular agenda.
Resource Role: Serve on a panel; attend regional conferences; give a talk; provide information; consult.

DILLON, ROY D.

Professor of Agricultural Education, University of Nebraska - Lincoln, 302 Agricultural Hall, East Campus, Lincoln, NE 68583-0709
Phone: (402) 472-2807
Course(s) and Program(s): Supervision in Vocational-Technical Education; Center for Leadership Development.
Research in Progress: Evaluation of Leadership Education Programs, a five-year project.
Resource Role: Panelist; speaker; attend conferences; information sharing.

DODSON, DAVID

Dean of Students, University of Puget Sound, 1500 North Warner, Tacoma, WA 98416-0662
Phone: (206) 756-3360
Course(s) and Program(s): Ethics at Work.
Publications: "Evergreen State College: Prototype or dinosaur," in *The Involving Colleges: A Casebook.*
Research in Progress: Personal development and moral development as components in leadership growth.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

DRURY, JACK K.

Director, Wilderness Recreation Leadership, North County Community College, P.O. Box 89, Saranac Lake, NY 12983
Phone: (518) 891-2915 x254
Course(s) and Program(s): Wilderness Education Association National Standard Program; Wilderness Recreation Leadership Program.
Publications: *The Wilderness Educator*, ICS, 1991; *The Back Country Classroom*, ICS, (in progress).
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Relationship of wilderness leadership to the more "traditional" forms of leadership, combining critical skills (i.e., leadership, problem solving, decision making, creative thinking, critical thinking) with typical course content in the traditional education system.

DRUSHAL, MARY ELLEN
Ashland Theological Seminary, 910 Center Street, Ashland, OH 44805
Phone: (419) 289-5170 **FAX:** (419) 289-5333
Course(s) and Program(s): Church Administration for Leadership and Management (CALM); Church Administration degree program.
Research in Progress: Participative decision making; leader effectiveness.
Resource Role: Panelist; speaker; information sharing; consultant.

EASTON, EDWARD
Executive Director, Institute for Conservation Leadership, 2000 P St., N.W., Suite 413, Washington, DC 20036
Phone: (202) 466-3330 **FAX:** (202) 659-3897
Course(s) and Program(s): Individual Leadership Conference; The Institute for Conservation Leadership.
Publications: "Leadercraft" (monthly column).
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Training and empowering volunteer leaders; building volunteer institutions that protect and conserve the earth's environment.

EDELMAN, DEE
New Vistas Consulting Group, 105 Second Street, Black Mountain, NC 28711
Phone: (704) 669-9198
Course(s) and Program(s): Women in Management; The Experiential Facilitator.
Resource Role: Panelist; speaker; attend conferences; consultant.
Interests: Executive education programs for team building; group dynamics; successful intervention.

FAIRHOLM, GIL W.
Department of Public Administration, Virginia Commonwealth University, P.O. Box 2031, Richmond, VA 23284
Phone: (804) 367-1046
Course(s) and Program(s): Executive Leadership; Excellence in Public Management; Graduate Concentration in Executive Leadership.
Publications: *Values Leadership: Toward a New Philosophy of Leadership*, Praeger, 1991.
Research in Progress: Values foundations for leadership; leadership excellence; use of power by leaders.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

FANELLI, RUSSELL
Associate Professor of Management, Western New England College, 1215 Wilbraham Road, Springfield, MA 01119
Phone: (413) 782-3111 x558

FARON, ALICE

LeaderShape, Inc., 4001 W. Kirby Street, Champaign, IL 61821

Phone: (800) 798-9286

Course(s) and Program(s): LeaderShape Institute; Lead to Succeed; Energize.

Research in Progress: Proposed evaluation study of the Institute.

Resource Role: Speaker; information sharing.

Interests: Development of ethical leaders who feel committed to making positive changes in their organizations, on their campuses and in their communities; six-day program that draws students from throughout the country and diverse organizations.

FEINBERG, RICHARD

Professor, Purdue University, Department of Consumer Science & Retailing, West Lafayette, IN 47907

Phone: (317) 494-8296 **FAX:** (317) 494-0869

Course(s) and Program(s): Leadership Strategies.

Research in Progress: Leadership of retail executives; effectiveness of leadership training; effective leadership skills at organizational levels.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

FENDT, PAUL F.

Director, Mon Valley Tri-State Leadership Academy, 112 White Hall, West Virginia University, Morgantown, WV 26506

Phone: (304) 293-2552 **FAX:** (304) 293-7163

Course(s) and Program(s): Mon Valley Tri-State Leadership Academy is a Kellogg funded leadership and economic development project covering 18 counties in West Virginia, Pennsylvania and Maryland.

Publications: *Quality Improvement in Continuing Education and Service Organizations* (in press).

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

FERRIS, WILLIAM P.

Resource Center, Western New England College, 1215 Wilbraham Road, Springfield, MA 01119

Phone: (413) 782-1629 **FAX:** (413) 782-1746

Course(s) and Program(s): A Humanistic Approach to Leadership and Management; Organizational Behavior; Springfield Leadership Institute.

Publications: "A humanistic approach to leadership skill-building," in *Managerial Skills: Explorations in Transferring Practical Knowledge*, Sage, 1991.

Research in Progress: The use of literature and ethics to inform leadership studies.

Resource Role: Panelist; attend conferences; information sharing; consultant.

FILLINGER, ROBERT E.

Gordon-Conwell Theological Seminary, South Hamilton, MA 01982

Phone: (508) 468-7111 x508

Course(s) and Program(s): Seminar in Leadership; The Process of Change.

FLYNN, TERRY

Director of Admissions, Washington State University, 342 French Administration Building, Pullman, WA 99164-1036

Phone: (509) 335-5586

Resource Role: Panelist; guest lecturer; attend conferences; consultant.

Interests: Organizational consulting on a variety of leadership areas; advisory board for development of a major leadership program proposal.

FOLSOM, CLINT

Student Leadership Institute, University of Colorado, Campus Box 363, Boulder, CO 80309-0363

Phone: (303) 492-8342 **FAX:** (303) 492-2185

Course(s) and Program(s): Community Issues in Leadership; Multi-level Issues in Leadership; Presidents Leadership Class.

Resource Role: Attend conferences; information sharing; consultant.

FORSYTH, PAT

Executive Director, UCEA, 212 Rackley Building, University Park, PA 16802-3200

Phone: (814) 863-7916

Course(s) and Program(s): Supervision; University Council for Educational Administration.

Publications: *Urban School Administration: The Essential Principles of Practice*, SAGE (in progress); (co-editor) *Leaders for America's Schools: The Report and Papers of the National Commission on Excellence in Educational Administration*, McCutchan, 1988; "Redesigning the preparation of school administrators: Toward consensus," in *Prospectus for School Leadership*, Corwin Press, 1991; "Viewpoint: Next steps for excellence," *The School Administrator*, 44, 1987, p. 48; books, chapters, articles, and paper presentations.

Interests: Present or Past Chair: National Policy Board on Educational Administration; The Silver Center for Reflective Principals; U.S. Department of Education-AERA-UCEA National Graduate Student Research Seminar in Educational Administration; others. Member: International Intervisitation Program Standing Committee; ERIC Clearinghouse National Advisory Board; Editorial Board, *Education Administration Quarterly*; others.

FORTNER, NOVELLA

Assistant Director of Student Life, University of South Carolina, Campus Box 85128, Columbia, SC 29205

Phone: (803) 777-5780 **FAX:** (803) 777-7396

Course(s) and Program(s): Emerging Leadership; Leadership Training Programs.

Research in Progress: Impact of participation in a freshman leadership class on leadership development and involvement.

Resource Role: Panelist; information sharing.

GAERTNER, KAREN N.

Assistant Professor, School of Business Administration, Georgetown University, Washington, DC 20057

Phone: (202) 687-3769 **FAX:** (202) 687-4031

Net Address: GAERTNER@GUVAX
Research in Progress: Effect of ethical climate on managers' decisions.
Resource Role: Panelist; speaker; information sharing; consultant.

GALLINEAU, TIM
Vice President for Student Development, St. Bonaventure University, St. Bonaventure, NY 14774
Phone: (716) 375-2513
Course(s) and Program(s): LEAD (Leadership Enrichment and Development).
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant; trainer; workshop facilitator.

GARDNER, KENT L.
Associate Vice President for Student Affairs, University of Texas at Arlington, Box 19348, Arlington, TX 76019-0348
Phone: (817) 273-2354
Course(s) and Program(s): Motivation and Delegation.
Resource Role: Panelist; speaker; consultant.

GEAR, CURTIS E.
Community Dynamics Institute, 610 Langdon Street, Room 528, Madison, WI 53703
Phone: (608) 262-9960 **FAX:** (608) 262-6252
Course(s) and Program(s): Community Leadership Development; Wisconsin Community Leadership Development (WCLD).
Resource Role: Panelist; speaker; attend conferences; consultant.
Interests: Center city community activists building their capacity to bring about desired changes in their communities.

GEERLING, ELLEN NEWMAN
Catholic Health Association, 4455 Woodson Road, St. Louis, MO 63134
Phone: (314) 427-2500 **FAX:** (314) 427-0029
Net Address: CompuServe: 76067,4054
Course(s) and Program(s): Advanced Institute of Leadership Formation.
Research in Progress: Compiling directories of values-based leadership development, specifically in Catholic healthcare.
Interests: Theories of adult learning; print materials; evaluation instruments.

GERBER, BARBARA W.
Professor of Counseling & Psychological Services, & Director of General Education, State University of New York at Oswego, Oswego, NY 13126
Phone: (315) 341-3282

GOODMAN, ADAM J.
Executive Director, Student Leadership Institute, University of Colorado at Boulder, Campus Box 363, Boulder, CO 80309-0363
Phone: (303) 492-8342 **FAX:** (303) 492-2185
Course(s) and Program(s): Development of student leadership and community service for talented undergraduate students; Presidents Leadership Class.

Research in Progress: Detailed research on eight strategic themes.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

GOODSTEIN, TAMI
Organizational Consultant, Student Organization Development Center, University of Michigan, 2202 Michigan Union, Ann Arbor, MI 48109-1349
Phone: (313) 763-5900 **FAX:** (313) 747-4133
Net Address: Internet: tami.goodstein.@um.cc.umich.edu Bitnet: userhkae@umichum
Course(s) and Program(s): Advanced Leadership Seminar; internship program; Women's Symposium; all-campus leadership conference.
Publications: Currently writing about teaching ethics; responsibilities of role models.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Ethics as related to leadership; gender differences and leadership; the role of community in leadership.

GRANTZ, REGINA
Coordinator, Effective Citizenship Program, Alverno College, 3401 S. 39th Street, P.O. Box 343922, Milwaukee, WI 53234-3922
FAX: (414) 382-6354
Course(s) and Program(s): Internship in Business and Management.
Resource Role: Panelist; attend conferences; information sharing.
Interests: Effective citizenship ability implemented across the curriculum.

GREEN, STEPHEN G.
Organizational Behavior & Human Resource Management, Krannert Graduate School of Management, Purdue University, West Lafayette, IN 47907
Phone: (317) 494-6852 **FAX:** (317) 494-9658
Course(s) and Program(s): Leadership, Managing to Lead.
Publications: "Professional entry and the advisor relationship: Socialization, commitment and productivity," *Group and Organization Studies* (in press); "Champions and antagonists: Relationships with R&D project characteristics and management," *Journal of Engineering and Technology Management* (in press); "A test of the situational leadership theory," *Personnel Psychology*, *43*, 579-597; books; articles; directed dissertations including *An Empirical Examination of Leader-Member Exchange and Transformational Leadership as Predictors of Innovative Behavior* by Raja Basu, Purdue University, 1991.
Research in Progress: Mentoring and socialization of entering professionals in science and engineering.
Resource Role: Panelist; speaker; attend conferences; information sharing.
Interests: Role of leaders in socialization and innovation processes in organizations.

GROFF, WARREN H.
1531 Peabody Avenue, Memphis, TN 38104
Phone: (901) 725-5287
Course(s) and Program(s): Doctoral seminars throughout Canada and the U.S. for Nova University: Leadership I and II; Human Resources Development; Governance and Management; Emergence of Vocational, Technical and Occupational Programs; Strategic Thinkers; Restructuring Establishments.

Publications: "Preparing visionary proactive transformational leaders," ERIC document ED 327 118; "Strategic planning," ERIC document EJ 293 632; "Education's future faces four great challenges," ERIC document EJ 312 404; other articles.
Research in Progress: An eight-year project to improve leadership development in vocational, occupational and technical education: Agents of Change, 1984-85; Transformational Leaders, 1986-87; Strategic Thinking, 1988-89; Restructuring Establishments, 1990-91.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Institution and system strategic planning; leadership development; organizational analysis; human resources development.

GUILIANO, NEIL
Director of Federal & Community Relations, Arizona State University, Tempe, AZ 85287-2503
Phone: (602) 965-4980 **FAX:** (602) 965-9233
Course(s) and Program(s): Personal Leadership Development; Tempe Leadership.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Insuring Tomorrow, a national leadership network for college and university students.

GUTHRIE, VICKI
Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300
Phone: (919) 288-7210 **FAX:** (919) 288-3999
Course(s) and Program(s): LeaderLab®, LDP.
Research in Progress: Research group under Dianne Young.
Resource Role: Speaker; attend conferences; information sharing.

HAGARTY, JACK
Director, Rural Organizations & Services, Ontario Ministry of Agriculture, P.O. Box 1030, Guelph, Ontario, CANADA N1H 6N1
Phone: (519) 767-3527 **FAX:** (519) 824-6941
Course(s) and Program(s): Ten Steps to Community Action; 4-H leadership programs.
Resource Role: Panelist; speaker; attend conferences; information sharing.
Interests: Board of directors of the Ontario Agricultural Leadership Trust, which oversees Ontario Advanced Agricultural Leadership Program.

HALL, MARSHA PAUR
Director, Professional Leadership Program, School of Management, Rensselaer Polytechnic Institute, Troy, NY 12180-3590
Phone: (518) 276-6586 **FAX:** (518) 276-8661
Course(s) and Program(s): Leadership Skills for Managers; Professional Leadership Program.

HALLATT, DOUGLAS
Professor of Education, University of Wisconsin, Brewer 277, Eau Claire, WI 54701
Phone: (715) 836-4364 **FAX:** (715) 836-6040
Course(s) and Program(s): Introduction and Advanced Leadership Studies; University of Wisconsin - Eau Claire High School Leadership Institute.

Research in Progress: High school leadership follow up; university graduate leadership follow up.
Resource Role: Panelist; speaker; information sharing; consultant; workshops.

HAMMERSCHMIDT, PETER K.
Associate Professor of Economics, Eckerd College, P.O. Box 12560, St. Petersburg, FL 33733
Phone: (813) 864-8462
Course(s) and Program(s): Leadership Development; Leadership: The Human Side of Economics.
Publications: "The impact of personality characteristics on leadership effectiveness ratings," in *The Impact of Leadership*, Center for Creative Leadership, (in press); papers co-authored with students include "The female manager in modern corporate culture: An empirical analysis" and "The impact of leadership effectiveness ratings, personal characteristics and occupational factors on female and male compensation."
Research in Progress: Examination of leadership traits and male/female differences in leadership styles, ratings and characteristics.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Use of LDP data to examine leadership characteristics.

HARPUM, RICHARD
President, Focus Inc., 104 Holbrook Trail, Greenville, SC 29605
Phone: (803) 235-3509 **FAX:** (803) 235-3509
Course(s) and Program(s): Leadership Focus.
Research in Progress: Case studies; successful leaders' views on leadership.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

HARRAL, HARRIET
Center for Productive Communication, P.O. Box 32868, Texas Christian University, Ft. Worth, TX 76121
Phone: (817) 921-7539 **FAX:** (817) 921-7227
Course(s) and Program(s): Leadership skills development for M.B.A. students at T.C.U.
Publications: Contributing author for denominational leadership magazine; under contract to write a book on leadership skills for women.
Research in Progress: Leadership and feedback skills.
Resource Role: Panelist; speaker; attend conferences; consultant.
Interests: Interpersonal communication; small groups; conflict management; presentation skills.

HARRIGER, KATY J.
Associate Professor of Politics, Wake Forest University, Box 7568, Reynolda Station, Winston-Salem, NC 27109
Phone: (919) 759-5450
Course(s) and Program(s): Leadership in Democratic Society.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Integrating leadership studies into the liberal arts curriculum.

HARRIS, PHILIP R.
President, Harris International, 2702 Costebelle Drive, LaJolla, CA 92037

Phone: (619) 453-2271 **FAX:** (619) 458-1624
Course(s) and Program(s): High Performance Leadership for Executives.
Publications: *High Performance Leadership: Strategies for Maximum Productivity*, Scott, Foresman, 1989; (co-author) *Managing Cultural Differences: High Performance Strategies for Global Managers*, 3rd ed., Gulf, 1991; (co-author) *The Transcultural Manager: Strategies for Empowering the Multicultural Workforce and Capitalizing on People Diversity*, Gulf, 1992; *Living and Working in Space: Human Behavior, Culture and Organization*, Ellis Horwood Ltd, 1992; other books.
Research in Progress: New work culture; space culture.
Resource Role: Panelist; speaker; attend conferences; consultant; co-author.
Interests: Management and organizational psychology; cross-cultural communications and preparation for foreign deployment; future studies; group dynamics and human relations; human factors/resources research; high performing employees and companies.

HARRISON, CLIFFORD
Chair, Business & Economics Department, Concordia College, 901 S. 8th Street, Moorhead, MN 56560
Phone: (218) 299-3476 **FAX:** (218) 299-3947
Course(s) and Program(s): Leadership.
Research in Progress: Ethics surveys; feedback.
Resource Role: Speaker; attend conferences; information sharing.
Interests: One- to three-day workshops on leadership and/or business ethics.

HARTFORD, THOMAS F.
Director, Center for Leadership Development, St. Norbert College, De Pere, WI 54115
Phone: (414) 337-4023 **FAX:** (414) 337-4073
Course(s) and Program(s): Center for Leadership Development; LEAD: Leadership Experience and Development; MINI: More Involvement, New Ideas; Confidence/Ropes Course.
Publications: Training manuals for volunteer groups and residence hall assistants; "How to Lead" series of manuals for designing and developing a college leadership program.
Research in Progress: Evaluation of Center's program.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Development of an academic minor in leadership for the college; development of a co-curricular transcript indicating leadership roles, workshops, awards, and motivation.

HARTLEY, ALEX
Program Director, Adjunct Faculty, Coro Southern California, 609 South Grand Avenue, #550, Los Angeles, CA 90017
Phone: (213) 623-1234 **FAX:** (213) 680-0079
Net Address: CompuServe: 76166,1712 Alternet: 7:40/0 FIDONET: 1:102/461
Course(s) and Program(s): Neighborhood Leaders; Leaders for the New Century.
Resource Role: Panelist; attend conference; information sharing; consultant.

HARVEY, THOMAS R.
Chairman, Educational Management, University of LaVerne, 1950 Third Street, LaVerne, CA 91750
Phone: (714) 593-0471 **FAX:** (714) 392-0800
Course(s) and Program(s): Executive Leadership.
Publications: "Climate management is the key," *Western City*, March 1987; *Checklist for Change*, Allyn and Bacon, 1990; books, articles, and occasional papers.
Research in Progress: Change and conflict.
Resource Role: Speaker; consultant; trainer.
Interests: Works with diverse colleges, schools and organizations.

HARWOOD, PATRICIA C.
Dean, Westhampton College, University of Richmond, Richmond, VA 23173
Phone: (804) 289-8468
Course(s) and Program(s): Women Involved in Living and Learning (WILL), a four-year experience involving curricular and co-curricular studies and internship.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

HAWKINS, GERALD G.
Associate Vice Chancellor, North Carolina State University, Campus Box 7316, Raleigh, NC 27695
Phone: (919) 515-3151 **FAX:** (919) 515-2376
Course(s) and Program(s): Leadership Theory; N.C.S.U. Fellows Program.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Continuity of NCSU Fellows Program for 22 years; alumni support of financial and internship needs.

HEASLEY, DARYL
NERCRD, 104 Weaver Building, University Park, PA 16802
Phone: (814) 863-0586 **FAX:** (814) 863-0586
Course(s) and Program(s): Leadership for Social Change (undergraduate); Leadership Development (graduate).
Publications: Lay audience materials.
Research in Progress: Evaluation of leadership curricula.
Resource Role: Panelist; speaker; consultant.

HEIFETZ, RONALD A.
Lecturer in Public Policy, Harvard University, J. F. Kennedy School of Government, 79 John F. Kennedy St., Cambridge, MA 02138
Phone: (617) 495-7867 **FAX:** (617) 495-1972
Course(s) and Program(s): Exercising Leadership: Mobilizing Group Resources; Exercising Authority: Power, Strategy and Voice; Leadership Education Project.
Publications: "Teaching and assessing leadership courses at the JFK School of Government," *Journal of Policy and Management*, Summer 1989.
Research in Progress: Prescriptive leadership theory and teaching; development of better theory and pedagogy; development of a program for leadership at the Kennedy School that will serve as a resource for leadership education.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant; workshops on leadership education.

HELLWEG, JULIE M.

Assistant Director, Campus Activities, University of Wisconsin, University Center, Stevens Point, WI 54481

Phone: (715) 346-4343 **FAX:** (715) 346-4641

Course(s) and Program(s): Leadership: Management Skills for Organizational Development; L.I.F.E. Series: Leadership Is For Everyone (training and development for student leaders and advisors).

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: TRUE COLORS, a program designed for self-understanding and feeling confident in skills and abilities; training participants to understand others, how to improve personal and professional relationships, leadership styles, motivation, team building, satisfying reward systems and learning parameters.

HENDON, DONALD W.

University of North Alabama, UNA Box 5233, Florence, AL 35632-0001

FAX: (205) 760-4811

Course(s) and Program(s): Executive Skills Development; International Negotiating: How to Win When You Deal With Foreigners; How to Manage Yourself; How to Manage Your Subordinates; How to Set and Achieve Your Lifetime Goals; others.

Publications: *International Negotiating*; other books to accompany seminars.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

HENRY, JUDITH

Texas Tech University, Dean of Students Office, Box 45014, Lubbock, TX 79409-5014

Phone: (806) 742-2192 **FAX:** (806) 742-2137

Course(s) and Program(s): Small Group Dynamics; Advanced Leadership Class.

Resource Role: Panelist; speaker; attend conferences; information sharing.

HERLIHY, COLLEEN M.

Coordinator, Student Leadership, Southern Illinois University, Edwardsville, IL 62026-1168

Phone: (618) 692-2686

Course(s) and Program(s): Student Leadership Development Program.

Resource Role: Panelist; speaker; attend conferences; information sharing.

HERMAN, ROBERT D.

Professor, L. P. Cookingham Institute of Public Affairs, 5110 Cherry, Kansas City, MO 64110

Phone: (816) 276-2894 **FAX:** (816) 235-2312

Course(s) and Program(s): Leadership for Public Service; Strategic Management in Nonprofit Organizations.

Publications: (Co-author) *Executive Leadership in Nonprofit Organizations*, Jossey-Bass, 1991; (co-author) "The effective nonprofit executive: Leader of the board," *Nonprofit Management & Leadership*, *1*(2), 1990, 167-180; (co-author) "An investigation of leadership skill differences in chief executives of nonprofit organizations," *American*

Review of Public Administration, *20*(2), 1990, 107-124; (co-author) "Gender and the arbitration of chief executive responsibility for successful and unsuccessful organizational outcomes," *Sex Roles, 18*(9 & 10), 623-635; others.
Research in Progress: Proposed study of behavioral outcomes of a leadership training program for urban school principals.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

HOCKING, PETER
Associate Director, Brown Program in Leadership, C/O Center for Public Service, Brown University, Box 1974, Providence, RI 02912
Phone: (401) 863-2338 **FAX:** (401) 863-3779
Course(s) and Program(s): Brown Program in Leadership (internship, discussion series and lecture series).
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

HOLLANDER, EDWIN P.
Baruch College, Box 512, 17 Lexington Avenue, New York, NY 10010
Phone: (212) 387-1537, (212) 370-4361 **FAX:** (212) 387-1554
Course(s) and Program(s): Doctoral Seminar in Organizational Leadership; Relational Factors in Organizational Leadership.
Publications: "Leadership, followership, self and others" (in press), *Leadership Quarterly*; "Legitimacy, power and influence: A perspective on relational features of leadership" (in press), *The Future of Leadership Research*; (co-author) "Relational features of organizational leadership and followership," in *Measures of Leadership*, Leadership Library of America, 1990; (co-author) "Power and leadership: Relationships in transition," *American Psychologist*, February 1990; others.
Research in Progress: Critical incidents of good and bad leadership.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

HOLLENBECK, E. W.
Assistant to the President, Pittsburg State University, Pittsburg, KS 66762
Phone: (316) 235-4102 **FAX:** (316) 232-7515
Course(s) and Program(s): Leadership/Motivation.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Development of a leadership education program at Pittsburg State University.

HOLLIDAY, VIVIAN L.
Professor, College of Wooster, Wooster, OH 44691
Phone: (216) 263-2488
Course(s) and Program(s): Leadership: Theory and Practice (seminar and program).
Research in Progress: Chapters in a book of essays on leadership from a variety of disciplinary perspectives and a broad range of chronological settings.
Resource Role: Leadership in classical studies and ancient history.

HOUGEN, ROY
Extension 4-H Youth Development Specialist, Iowa State University, Ames, IA 50011
Phone: (515) 294-1607 **FAX:** (515) 294-4715

Course(s) and Program(s): Iowa 4-H youth and adult volunteer leadership development programs.
Resource Role: Information sharing.
Interests: Member of a multi-state team that is developing a curriculum for youth in community involvement. Focus is on teenage involvement in rural communities in the leadership and decision-making process in community decisions that affect them.

ISAKSEN, SCOTT G.
Director, Center for Studies in Creativity, State University College at Buffalo, 1300 Elmwood Avenue, Buffalo, NY 14222
Phone: (716) 878-6223
Course(s) and Program(s): Creative Leadership Through Effective Facilitation.
Research in Progress: Examination of cognitive and leadership styles and the creative problem-solving strategies leaders employ; the strong conceptual connections seen between leadership and creativity.
Resource Role: Panelist; speaker; attend conferences; information sharing.
Interests: Currently exploring the impact of leadership on the perceptions of the climate for creativity and innovation; Ekvall's findings that leadership behavior accounts for more than 65% of the variance in scores on the creative climate questionnaire.

IVARIE, THEODORE W.
Dean, College of Business, Eastern Illinois University, 109 Blair Hall, Charleston, IL 61920
Phone: (217) 581-3526 **FAX:** (217) 581-6642
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

JENKINS, WILLIAM A.
Vice Chancellor, Administration, Vanderbilt University, 321 Kirkland Hall, Nashville, TN 37240
Phone: (615) 322-2491
Course(s) and Program(s): Leadership: Theory and Practice.
Publications: "Service with enthusiasm at Vanderbilt University: Professional student assistant program," *College Services Administration*, 13 (5), October 1990; *Managing Backstage: The Hidden Organization* (in progress); others.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Speeches include: Service with enthusiasm; A view of leadership: Does culture make a difference?; Leadership and your corporate culture; Developing service values; Student leadership is critical; How can I improve my leadership skills?; Turn toward 2011.

JOHNSON, CYNTHIA WOLF
Director, N.C. Fellows Program & Leadership Development, University of N.C. at Chapel Hill, CB# 5100, 01 Steele Building, Chapel Hill, NC 27599-5100
Phone: (919) 966-4041 **FAX:** (919) 962-2090
Course(s) and Program(s): Dynamics of Effective Leadership; North Carolina Fellows Program; Emerging Leadership Program; Delegates Program; Peer Leadership Consultant Program.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Traditional age college students.

JONES, LISA

Graduate Assistant, Student Organization Development Center, University of Michigan, 2202 Michigan Union, Ann Arbor, MI 48109-1349

Course(s) and Program(s): Emerging Leaders; Annual Leadership Conference; Transfer Student Network; Student Organization Development Center Intern Program.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Organizational development; leadership development.

JORGENSEN, GERALD

Vice-President, Student Development, Loras College, 1450 Alta Vista Street, Dubuque, IA 52004-0178

Phone: (319) 588-7104 **FAX:** (319) 588-7964

Resource Role: Panelist; information sharing; consultant.

Interests: Leadership development in higher education settings; leadership development with middle or department managers.

KARNES, FRANCES A.

Director, Center for Gifted Studies, University of Southern Mississippi, Southern Station Box 8207, Hattiesburg, MS 29406-8207

Phone: (601) 266-5236 **FAX:** (601) 266-5800

Course(s) and Program(s): Leadership Studies Program; Center for Gifted Studies.

Publications: (Co-author) *Developing Leadership in Elementary and Secondary Youth*, Allyn and Bacon (under contract); (co-author) *Leadership and Students: Ideas and Actions*, D.O.K. Publishers (in press); (co-author) "Leadership and gifted adolescents," in *The Gifted Adolescent: Personal and Educational Issues*, Teachers College Press, 1991; "Leadership and youth: A commitment," in *Measures of Leadership*, Center for Creative Leadership, 1990; (co-author) "The leadership studies program: A five-year report on effectiveness," *Roeper Review* (in press); (co-author) "Correlations between personality and leadership concepts and skills as measured by The High School Personality Questionnaire and The Leadership Skills Inventory," *Psychological Reports*, *66*, 1990, 851-856; books, chapters, articles, research reports, conference proceedings, curriculum support materials, assessment instruments and instructional materials.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Convention presentations include: Ideas for developing leadership skills in home; Leadership: Research summaries and suggestions; Leadership models and methods; Developing leadership potential in gifted youth.

KELLERMAN, BARBARA

Department of Political Science, George Washington University, Washington, DC 20052

Phone: (203) 227-8972

Course(s) and Program(s): Leadership in America; University Seminar on Leadership.

Publications: *Political Leadership: A Sourcebook*, University of Pittsburgh Press, 1986; *The President as World Leader*, St. Martin's, 1991; *The Hero as President* (in progress); other books.

Resource Role: Panelist; speaker; information sharing; consultant.

KELLY-RADFORD, LILY

Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300

Phone: (919) 288-7210 **FAX:** (919) 288-3999

Course(s) and Program(s): Leadership Development Program; Managing for Commitment; Working With Others; World Bank; contract programs.

Resource Role: Panelist; information sharing; consultant.

Interests: Diversity and development (international and domestic); corporate versus national culture clash issues for leaders outside U.S.; women's upward mobility in corporate America.

KINDLER, HERBERT

Director, Center for Management Effectiveness, P.O. Box 1202, Pacific Palisades, CA 90272

Phone: (310) 459-6052 **FAX:** (310) 459-6052

Course(s) and Program(s): Risk and Decision Making; Managing Disagreement and Stress.

Publications: *Managing Disagreement Constructively*, Crisp Publications; *Risk Taking: A Guide to Decision Makers*, Crisp Publications; others.

Research in Progress: Stress management; conflict management.

Resource Role: Speaker; information sharing; can provide training instruments and workbooks.

KOVACH, BARBARA

Leadership Development Program, School of Business, Rutgers University, New Brunswick, NJ 08903

Phone: (908) 932-5756 **FAX:** (908) 932-2247

Net Address: 2677001@RUTVM.BITNET

Course(s) and Program(s): Concepts of Leadership; Leadership Development Program.

Research in Progress: Values, attitudes and beliefs of young (23-35) managers and their potential for leadership development.

Resource Role: Panelist; speaker; consultant.

Interests: Development of a 10-module training program centered on videotapes of corporate leaders interacting with young managers; development of comparable programs for traditional age undergraduates; local workshops focused on healthy self and leadership.

LANGONE, CHRISTINE A.

Extension Education, University of Georgia, Athens, GA 30602

Phone: (404) 542-8837 **FAX:** (404) 542-1899

Net Address: Bitnet: E-PLD-AT@UGA

Course(s) and Program(s): J.W. Fanning Leadership Center

Publications: (Co-author) *An Impact Assessment of a Community Leadership Program: Changes in Organization Participation, Political Activity, Leadership and Problem-solving Skills*, The University of Georgia Cooperative Extension Service Research Bulletin No. 1057; "Community leaders and Extension: Building partnerships for the future," *Proceedings of the Association of Leadership Educators Annual Meeting*, 1991; (co-author) *The Use of Qualitative and Quantitative Methods to Evaluate an Adult Community*

Education Program, Paper accepted for the Fifth International Qualitative Research in Education Conferences, 1992; others.
Research in Progress: Impact assessment of leadership education programs; organizational participation of leadership program participants; leadership characteristics used by citizens to identify leaders.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Fanning Leadership Center, a campus-wide unit which coordinates all leadership programs, develops new programs, publishes reports and research; papers on rural leadership presented to regional, national and international organizations.

LAPIDES, JOSEPH
School of Education, University of Michigan - Dearborn, 4901 Evergreen Road, Dearborn, MI 48128
Phone: (313) 593-5133 **FAX:** (313) 593-5636
Net Address: JERRYLAPIDES@UMICHUM.Bitnet or LJ8Z@UMICHUM.Bitnet
Course(s) and Program(s): Issues in Educational Leadership; Training Dynamics and Leadership; Leadership Training for Middle Managers.
Research in Progress: Evaluation of a leadership course for school administrators.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

LARSON, ROBERT L.
Associate Professor, College of Education & Social Services, University of Vermont, 228 Waterman Building, Burlington, VT 05405
Phone: (802) 656-2030 **FAX:** (802) 656-8429
Course(s) and Program(s): Seminar in Organizational Leadership; Educational Leadership.
Publications: "The change process" and "Change variables" in *The Encyclopedia of School Administration and Supervision*, Oryx Press, 1988; "Can the frog become a prince?: Context and change in the 1990's," *International Journal of Educational Reform*, 1 (1), 1992; *Changing Schools from the Inside Out*, Technomic Publishing, 1992; others.
Research in Progress: Field studies on change processes in public schools; the role of school administrators, particularly principals.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Inservice programs for a national administrator organization.

LAWRENCE, WILLIAM D.
Executive Director, Center for Christian Leadership, 3909 Swiss Avenue, Dallas, TX 75204
Phone: (214) 841-3515 **FAX:** (214) 841-3534
Course(s) and Program(s): Leading and Managing the Church; Dynamics of Leadership; Center for Christian Leadership.
Research in Progress: Pastoral/church leadership building; testing a theory of individualized personal view of leadership rather than a general prototype; character development; mentoring; gift assessment and development.
Resource Role: Panelist; speaker; attend conferences; information sharing.

LIBERTY, SUZANNE
Director of Graduate Programs, School of Management, Clarkson University, Potsdam, NY 13699-5770

Phone: (315) 268-6613 **FAX:** (315) 268-3810
Net Address: Bitnet: Liberty@CLVM

LOWANCE, SUSAN C.
Director, Smith Management Program, Smith College, Northampton, MA 01063
Phone: (413) 585-3060 **FAX:** (413) 585-3068
Net Address: SLOWANCE@SMITH.EDU
Course(s) and Program(s): Smith Management Program; European Leadership Program
Research in Progress: Women in management; managing organizational change in higher education institutions.
Resource Role: Panelist; attend conferences; information sharing; consultant.

LUCAS, NANCE
Assistant Director for Leadership Development, University of Maryland, Campus Activities Office, 1191 Stamp Student Union, College Park, MD 20742
Phone: (301) 314-7174 **FAX:** (301) 314-9634
Course(s) and Program(s): Leadership and Group Dynamics; Maryland Student Leadership Development Project; National Clearinghouse for Leadership Programs; InterAssociation Leadership Project.
Publications: "The seven C's of leadership," *Student Leader Newsletter*, October 1991.
Resource Role: Panelist; speaker; information sharing; consultant.

LUCE, HENRY, III
Chairman and CEO, Henry Luce Foundation, Inc., 720 Fifth Avenue, Suite 1500, New York, NY 10019
Phone: (212) 582-5531 **FAX:** (212) 246-1867
Resource Role: Panelist; speaker.

LYLES, CAROL
Program Director, Division of Business & Management, Johns Hopkins University, 1 Charles Plaza, Second Level, Charles & Saratoga Streets, Baltimore, MD 21201
Phone: (410) 659-8436 **FAX:** (410) 659-8440
Course(s) and Program(s): The Minority Manager: Power, Influence and Change; Johns Hopkins University Leadership Development Program for early to mid-career minority professionals.
Publications: "Executive development and leadership," *Central Business Review*, Winter 1991.
Research in Progress: Career development issues for minority managers; leadership styles used by minority and majority managers; differences between males/females and public/private sectors; views held by minority managers on the impact of diversity efforts in organizations.
Resource Role: Panelist; speaker; information sharing; consultant.
Interests: Sources of acceptance or resistance to facilitative management as an organization shifts to total quality management with primary emphasis on the first line supervisor; investigating the leadership and influencing styles used by human resource managers, particularly in the area of diversity.

LYNCH, CHARLES F.
Vice Chancellor for Student Affairs, University of North Carolina, Student Affairs, Charlotte, NC 28223

Phone: (919) 547-2206
Course(s) and Program(s): Leadership Theory and the Dynamics of Group Process.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Development and design of campus leadership programs (curricular and co-curricular).

MAILLET, LEANDRE
Director, Military Psychology & Leadership, College Militaire Royal de Saint-Jean, Saint Jean, Quebec, CANADA, J0J 1R0
Phone: (514) 358-6556 **FAX:** (514) 358-6799
Net Address: LEANDRE_MAILLET@CMR001.BITNET
Course(s) and Program(s): Leadership; Center for Research and Expertise in Leadership (CREL).
Publications: Papers and communications within the Canadian Forces.
Research in Progress: Four projects to measure/assess the basic military leadership dimensions in the Canadian Forces.
Resource Role: Attend conferences; information sharing.
Interests: Study/project the new leadership abilities for the years 2000+.

MALLOY, NANCY BUSHWICK
Associate for Leadership Development, Resources For the Future, 1616 P Street, NW, Washington, DC 20036
Phone: (202) 328-5011 **FAX:** (202) 939-3460
Course(s) and Program(s): Leadership Development Program of the National Center for Food and Agricultural Policy.
Publications: "Summary of a pre-conference community leadership workshop," in *Public and Private Partnership for Rural Development*, Tuskegee University.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: State agricultural and rural leadership programs, presentations and events; coordination with the Hubert H. Humphrey North-South Fellowship Program of the Institute for International Education; long-term strategic planning and program development.

MARANO, ROCCO
Division of Student Activities, NASSP, 1904 Association Drive, Reston, VA 22091
Phone: (703) 860-0200 **FAX:** (703) 476-5432
Course(s) and Program(s): National Leadership Camps.
Resource Role: Panelist; attend conferences; information sharing; consultant.
Interests: Secondary school students; willing to share curriculum; evaluation models, especially non-homogeneous groupings of students, i.e., students from different schools being trained together.

MARKLEY, W. LARRY
Brown-Lupton Student Center, Texas Christian University, P.O. Box 32919, Fort Worth, TX 76129
Phone: (817) 921-7927 **FAX:** (214) 996-0556
Course(s) and Program(s): Leadership III - Training the Trainers; Senior Men's Symposium; T.C.U. Leadership Development Program.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Continued development of T.C.U. four-year Leadership Development Program.

MARTIN, DAVID K.
Director, Concordia Leadership Center, Concordia College, 901 S. 8th Street, Moorhead, MN 56562
Phone: (218) 299-3928
Course(s) and Program(s): Concordia Leadership Center.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Center programs: Community Lead, Youth Lead, Local Issues Discussions, Organizational Leadership.

MATEER, RICHARD A.
Dean, Richmond College, University of Richmond, Robins Hall, Richmond, VA 23173
Phone: (804) 289-8061
Course(s) and Program(s): Spider Challenge Program for sophomore men focusing on leadership and career issues; Emerging Leaders Workshop; Student Government Workshops.
Resource Role: Panelist; attend conferences; information sharing.

MATUSAK, LARRAINE
Program Director, Coordinator of Leadership Program, W. K. Kellogg Foundation, 400 North Avenue, Battle Creek, MI 49017
Phone: (616) 968-1611
Course(s) and Program(s): Kellogg National Fellowship; directing all grant-making in Leadership.
Publications: Articles in *FOCUS*, *Partners of the Americas*; currently working on *Collections of Essays on Leadership*.
Research in Progress: Effectiveness of K.N.F.P. on the actions of the participants.
Resource Role: Panelist; speaker; attend conferences; consultant.
Interests: Development of excellent, effective models of leadership development, particularly for college-age youth, grassroots, community, governing boards and civic leaders; models which have a holistic approach with three dimensions prominently addressed: functional skill areas, disciplinary expertise, personal growth and development.

MAYO, CYNTHIA
Associate Professor, Virginia State University, 6106 Phelps Street, Glen Allen, VA 23060
Phone: (804) 262-0381 **FAX:** (804) 264-1806
Course(s) and Program(s): Lectures and Leadership Development in the Hospitality Industry; Community Program for youths, grades 8-12.
Publications: Books on researchers' involvement in leadership development.
Research in Progress: Research with directors of college hospitality programs to assess leadership development for majors, courses, activities; national study of children's organizations to assess program offered for teaching leadership skills.
Resource Role: Panelist; speaker; attend conferences; information sharing.

Interests: Leadership development in Japan, Venezuela, Canada, Africa and cities in U.S.; how people become leaders; research-based model for teaching leadership to youths.

MCCLUSKY, JOHN
Vice President, Academic Programs, The Washington Center, 514 10th Street, N.W., Washington, DC 20004
Phone: (202) 624-8070 **FAX:** (202) 624-8058
Course(s) and Program(s): Washington Center's leadership programs are designed to provide experiential learning through workshops, panel discussions, briefings, site visits, group discussions, seminars, simulations and speaker presentations.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

MCDADE, SHARON
Assistant Professor of Higher Education, Principal Adviser and Higher Education Administration Degree and Executive Programs, Teachers College, Columbia University, 525 West 120th Street, Box 101, New York, NY 10027
FAX: (212) 678-4048
Course(s) and Program(s): Leadership Theory and Practice; Leadership Issues in Higher Education; Introduction to Leadership; Masters and Doctorates in Higher Education Administration and Leadership.
Publications: *Investing in Higher Education: A Handbook of Leadership Development*, American Council on Education, 1992; others.
Research in Progress: Case studies on leadership roles and issues in higher education administration; application of the "Lessons of Leadership" work of the Center for Creative Leadership to the development of leadership in higher education; with Kay Moore, tracing higher education administrative careers.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Development of leadership skills, particularly for higher education administrators; how the theory of leadership development can be better taught through ongoing professional development programs and activities; research, teaching and workshops on leadership teams, their functioning, improvement and development.

MCGHEE, MARY
Student Activities Advisor, University of California, Santa Barbara, Campus Activities Center, Santa Barbara, CA 93106
Phone: (805) 893-4568
Course(s) and Program(s): Introduction to Leadership Development.
Resource Role: Attend conferences; information sharing.

MCKINNEY, WILLIAM
Hartford Seminary, 77 Sherman Street, Hartford, CT 06105
Phone: (203) 232-4451
Course(s) and Program(s): Leadership Education Program for Church and Ecumenical Executives.
Research in Progress: Changes in American religion and implications for religious leadership.
Resource Role: Speaker; consultant.
Interests: Religious leadership.

MCKINZIE, KATHY

Director, Career Services, Converse College, 580 East Main Street, Spartanburg, SC 29302-0006

Phone: (803) 596-9027 **FAX:** (803) 596-9158

Course(s) and Program(s): Converse Leadership Program for female high school juniors.

Resource Role: Panelist; attend conferences; information sharing.

MCREYNOLDS, JANET

Assistant to the Provost, Southern Illinois University, P.O. Box 1021, Rendleman Building, Edwardsville, IL 62026-1021

Phone: (618) 692-3772

Resource Role: Panelist; speaker; attend conferences; consultant.

Interests: Development of a leadership program in conjunction with a committee.

MEEK, BOB

Department of Leadership, Culver Academies, Box 145, Culver, IN 46511

Phone: (219) 842-8320

Course(s) and Program(s): Values and Leadership; Skills for Life and Leadership; Leaders and Leadership Styles.

MELINA, KAREN

Director, Leadership Institute, University of Miami, 1306 Stanford Drive, Coral Gables, FL 33124

Phone: (305) 284-5852 **FAX:** (305) 284-5987

Course(s) and Program(s): Emerging Leader Certificate Program (conflict, communication, theory, leadership styles, motivation and delegation); Established Leadership Certificate Program (facilitation skills, development and presentation of a program); The Leadership Institute.

Research in Progress: Demographics of involved students at the University of Miami.

Resource Role: Speaker; attend conferences; information sharing.

MEREDITH, SAM T.

Professor, Political Science, Blackburn College, Carlinville, IL 62626

Phone: (217) 854-3231 x267 **FAX:** (217) 854-8564

Course(s) and Program(s): Constructive Resolution of Conflict; Theory and Practice of Leadership; leadership studies in general education program.

Research in Progress: Development of curriculum for using students' experiences (work, social, etc.) as part of the leadership education process; development of role play simulations for use in undergraduate political science classes.

Resource Role: Panelist; attend conferences; information sharing.

MEYER, MANU

HLDP Coordinator, University of Hawaii at Hilo, Hawaiian Leadership Development Program, 523 W. Lanikaula Street, Hilo, HI 96720-4091

Phone: (808) 961-9413

Course(s) and Program(s): Hawaiian Leadership; U.H. Hilo Hawaiian Leadership Development Program.

Research in Progress: Hawaiian values and their application; culturally sensitive models for self-esteem.

Resource Role: Panelist; speaker; attend conferences.
Interests: Cultural and spiritual side of transformational leadership; Hawaiian values; universal ideas on balance, power, intuition.

MICAS, STEPHANIE S.
Associate Dean, Jepson School of Leadership Studies, University of Richmond, Richmond, VA 23173
Phone: (804) 287-6082 **FAX:** (804) 287-6062
Course(s) and Program(s): Jepson School of Leadership Studies.
Publications: "The WILL program: An undergraduate leadership program for women," *Initiatives* 53, Winter 1991.
Resource Role: Speaker; information sharing; consultant.
Interests: Designing a school of leadership studies: curriculum design, class design, experiential design.

MILES, C. SUE
Program Coordinator, Cornell University, Ithaca, NY 14851
Phone: (607) 255-2244 **FAX:** (607) 255-0788
Publications: *Leadership in the 21st Century*; *Policy Education Making a Difference in the Public Arena*; *Leadership Effectiveness of Professional Home Economists*.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Collaboration with Bass and Avolio on Transformational Leadership; system-wide assessment and leadership development program; Cornell Cooperative Extension performance review and development system built on research.

MILLARD, C. W.
905 Edgefield Trail, Flower Mound, TX 75028
Phone: (505) 562-2366 **FAX:** (505) 359-1069
Course(s) and Program(s): Leadership: Theory and Practice.
Research in Progress: Personal values and personality traits/characteristics and their relationships to identified leaders' behavior/actions.
Resource Role: Panelist; speaker; information sharing; consultant.

MILLER, CHERYL
Director of Campus Activities & Programs, Rockford College, 5050 East State Street, Rockford, IL 61108
Phone: (815) 226-4045 **FAX:** (815) 226-4119
Course(s) and Program(s): Leaders of Today and Tomorrow.
Resource Role: Panelist; information sharing.
Interests: College students developing leadership skills and learning to transfer them to the work world; conferences and workshops on a variety of leadership topics.

MILLER, LORNA
Department of Rural Sociology, UW-MSN 350 Agriculture Hall, University of Wisconsin, 1450 Linden Drive, Madison, WI 53706
Phone: (608) 262-3913
Course(s) and Program(s): Leadership Education Network.
Publications: *Partnerships: Shared Leadership Among Stakeholders*; *Citizen-directed Futures Assessments Pamphlet*.

Resource Role: Panelist; attend conferences; information sharing.
Interests: Treasurer of Association of Leadership Educators (ALE).

MILLER, MARY HARPER
Associate Dean, School of Professional Studies - Box 8, Metropolitan State College - Denver, P.O. Box 173362, Denver, CO 80217-3362
Phone: (303) 659-8502
Resource Role: Attend conferences; information sharing.

MITCHELL, PETER
President, Columbia College, Columbia, SC 29203
Phone: (803) 786-3861 **FAX:** (803) 786-3771
Course(s) and Program(s): Leadership Institute.
Resource Role: Panelist; speaker; information sharing.
Interests: Leadership Institute, a leadership development resource for women at every stage in life and at all levels; programs include: Women*Vision*Leadership Conference and Portrait of a New Southern Woman; research lab for innovations in women's education.

MONTGOMERY, SUSAN
President, Montgomery, Copley & Associates, 1812 Atlantic Boulevard, Jacksonville, FL 32207
Phone: (904) 398-1177 **FAX:** (904) 398-1199
Course(s) and Program(s): Leadership training to organizations and community leadership groups.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Leadership development training; feedback to participants regarding target leadership dimensions.

MOORE, DAVID G.
President, Mott Community College, 1401 East Court Street, Flint, MI 48502
Phone: (313) 762-0453
Course(s) and Program(s): Community College Management and Leadership; Executive Internships.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

MORRISON, DAVID
Involvement Systems, Inc., 34 Buccaneer Point, Frisco, TX 75034
Phone: (214) 625-1099 **FAX:** (214) 625-6330
Course(s) and Program(s): Creative Problem Solving; Facilitation Skills; Tapping Personal Power; Creating Team Innovation.
Publications: "Fact finding: The key to innovation," *Supervisory Management*, October 1991.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant; dance, sing and have fun.
Interests: Work with Fortune 100 companies to increase productivity by involving people in more and different ways; helping organizations become participative; helping organizations go to another level beyond Total Quality.

MORTON, T. BALLARD

Executive-in-Resident, University of Louisville, School of Business, Louisville, KY 40292
Phone: (502) 588-5612 **FAX:** (502) 588-7557
Course(s) and Program(s): Leadership; Managers and Leaders; The Effective Executive.
Publications: "Leadership," *Business Horizons*, November-December 1990.
Resource Role: Information sharing.

MULLENDORE, RICHARD

Associate Vice Chancellor-Student Affairs, University of NC - Wilmington, 601 S. College Road, Wilmington, NC 28403-3297
Phone: (919) 395-3089 **FAX:** (919) 395-3550
Course(s) and Program(s): Student Leadership in Higher Education.
Resource Role: Panelist; speaker.

MURRY, JOAN

Advisor & Professor, Union Institute, 1818 1st Avenue, Suite 100, San Diego, CA 92101
Phone: (619) 236-8501
Research in Progress: Leadership education programs (two undergraduate, two graduate, two professional development) to identify components of programs that participants report as transforming or empowering.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

MUSSELWHITE, CHRISTOPHER

415 Woodlawn Avenue, Greensboro, NC 27401
Phone: (919) 272-9530 **FAX:** (919) 273-4090
Course(s) and Program(s): Dimensions in Leadership; LeaderLab®; Questions of Leadership; Managing the People Process.
Publications: "Mysteries of Leadership Revealed in the Amazon," *International Journal of the W. K. Kellogg Foundation*; a number of simulations including: World Products International (global leadership); Our Town (change); Doorfland (diversity); Piedmont Apparel (systems and total quality).
Resource Role: Serve on a panel; give a talk; provide information; consult.
Interests: Current projects involve simulation development and the course *Questions of Leadership* which takes a Quaker (servant leadership) approach to the issues of leadership. The course focuses on questions of leadership rather than answers.

NEMEROWICZ, GLORIA

Dean, Arts and Sciences, Monmouth College, Cedar Avenue, West Long Branch, NJ 07764
Phone: (908) 571-3419 **FAX:** (908) 571-3629
Net Address: CompuServe: 70471,557
Course(s) and Program(s): Leadership and Social Responsibility.
Publications: "Education for leadership and social responsibility," *Perspectives*, 2, Summer 1990.
Research in Progress: Evaluation of programs.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Implementation of a comprehensive program to develop non-elitist leadership and social responsibility; connections made to the needs of modern organizations and businesses for team-based horizontal work groups.

NESTOR, DAVID
Dean of Students, Muhlenburg College, Allentown, PA 18104
Phone: (215) 821-3418
Course(s) and Program(s): Muhlenburg Institute for Leadership Education.
Resource Role: Panelist; attend conferences; information sharing; consultant.
Interests: Creating links between leadership education and corporate executive training programs; the use of reflective processes, (e.g., journal writing) as tools for self-discovery; creating off-campus internships and mentorships.

NEW, J. RANDOLPH
Dean, College of Business Administration, Loyola University, 6363 St. Charles Avenue, New Orleans, LA 70118
Phone: (504) 865-3544 **FAX:** (504) 865-3496
Course(s) and Program(s): Business Leadership.
Interests: Building leadership development into undergraduate and MBA programs.

NORRIS, EMMA COBURN
Director of University Honors, Wallace Hall, Troy State University, Troy, AL 36082
Phone: (205) 566-8112 **FAX:** (205) 566-6500
Course(s) and Program(s): University Honors Capstone Seminar in Leadership.
Research in Progress: Evaluation of Capstone Seminar.
Resource Role: Panelist; speaker; attend conferences.
Interests: Leadership training for Mortar Board, Inc. and United Methodist Women; workshops; small-group development sessions.

O'BRIEN, KATHLEEN A.
Professor & Academic Dean, Alverno College, 3401 South 39th Street, P.O. Box 343922, Milwaukee, WI 53234-3922
Phone: (414) 382-6000 **FAX:** (414) 382-6354
Course(s) and Program(s): Women and Leadership: Turning Vision into Deeds; integrating leadership education throughout the curriculum.
Publications: "Problem-solving ability," in *The Challenge of Problem-based Learning*, 1991; contributed to *Time Will Tell: Portfolio-assisted Assessment*, 1990; others.
Research in Progress: Use of portfolios to document leadership development.
Resource Role: Panelist; speaker; attend conferences, information sharing.
Interests: Development of Exxon Foundation funded project.

PARENTE, BETSY ALLAN
Associate Director, Student Activities, University of New Hampshire, 126 Memorial Union, Durham, NH 03824
Phone: (603) 862-1001
Course(s) and Program(s): Emerging Leader Program; Leadership Training for Greek-letter Organizations.
Research in Progress: Development of an instrument that will assess post-graduation impact of student leadership positions.
Resource Role: Speaker; attend conferences; information sharing.

PARIS, GRACE LAMACCHIA

Assistant Chair, Literature and Composition Department, Pace University, Choate House, Bedford Road, Pleasantville, NY 10570

Phone: (914) 773-3757

Research in Progress: Research of material relative to success (including leadership) determinants for Italian-Americans.

Resource Role: Information sharing; consultant.

Interests: The effect of mentoring in encouraging leadership development in individuals.

PARNES, SIDNEY J.

Past Chairman, Creative Education Foundation, 1050 Union Road, Buffalo, NY 14224

Phone: (716) 675-3181

Publications: *Source Book for Creative Problem-solving: A Fifty Year Digest of Tested Intellectual Processes for Increasing Creative Productivity and Innovation* (in press); *Visioning: State-of-the-art Processes for Encouraging Innovative Excellence*, 1988.

Resource Role: Panelist; speaker; attend conferences; consultant.

Interests: Updating *A Facilitating Style of Leadership*.

PEARSON, ALAN

Director R&D Research Unit, Manchester Business School, Booth Street West, Manchester M15 6PB, ENGLAND

Phone: (061) 275-6455 **FAX:** (061) 273-7732

Course(s) and Program(s): Creative Leadership for R&D Managers; Career Management Program.

Publications: (Co-author) "Job demands and managerial learning in the research and development function," *Human Resource Development Quarterly*, Fall 1991; *Management Development for Scientists and Technologists* (in press).

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Leadership/management development for scientists and technologists; project on careers of Manchester MBA graduates.

PEARSON, CARMEN

University of Guam, College of Agriculture, UOG Station, Mangilao, GU 96923

Phone: (671) 734-2189 **FAX:** (671) 734-6842

Net Address: CDI@CUP.PORTAL.COM

Course(s) and Program(s): FCL Program.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Leadership development program implementation.

PHILLIPS, SARA

Director, Personnel Services, University of Tennessee, 711 E Andy Holt Tower, Knoxville, TN 37996-0174

Phone: (615) 974-2243 **FAX:** (615) 974-1324

Course(s) and Program(s): The University of Tennessee Leadership Institute.

Resource Role: Attend conferences; information sharing.

POSNER, BARRY
Santa Clara University, Leavey School of Business & Administration, Santa Clara, CA 95053
Phone: (408) 554-4634 **FAX:** (408) 554-4571
Net Address: Bitnet: BPOSNER@SCU.EDU
Course(s) and Program(s): The Leadership Challenge Workshop.
Research in Progress: The leadership challenge; leadership priorities inventory; the credibility factor.
Resource Role: Panelist; speaker.

POWELL, SHARON ROSE
President, Princeton Center for Leadership Training, 12 Vandeventer Avenue, Princeton, NJ 08542-6921
Phone: (609) 497-4870 **FAX:** (609) 497-4879
Course(s) and Program(s): Partners in Learning: Peer Group Connection, Teacher Professional Development, Parent Involvement Corps, College and Community Mentoring.
Resource Role: Speaker; information sharing; consultant; run workshops.
Interests: Changing the learning environment in schools so that students are inspired to remain in school, improve their academic performance and lead successful, satisfying lives as adults; designing district-wide projects organized to reach large numbers of teachers, students and parents.

PRESTON, JOANNE C.
Dept. of Management, Kennesaw State College, PO Box 444, Marietta, GA 30061
Phone: (404) 423-6317 **FAX:** (404) 423-6539
Net Address: Bitnet: JPreston@USCN.USCN
Publications: "Team building in South Africa: Cross cultural synergy in action," *Public Administration Quarterly*, 15 (1), 65-82.
Research in Progress: Working on several leadership projects with Louw DuToit in South Africa; also working in Poland.
Resource Role: Panelist; speaker; consultant.
Interests: International leadership.

PRINCE, HOWARD T., II
Dean, Jepson School of Leadership Studies, University of Richmond, Richmond, VA 23173
Phone: (804) 289-8903 x8008 **FAX:** (804) 287-6062
Net Address: PRINCE@URVAX
Course(s) and Program(s): Foundations of Leadership; Jepson School of Leadership Studies.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Designing an undergraduate major in leadership studies that will lead to the B.A. degree in leadership studies.

QUINN, MICHAEL
Student Services Coordinator, University of Missouri, University Center, Room 267, 8001 Natural Bridge Road, St. Louis, MO 63121

Phone: (314) 553-5291 **FAX:** (314) 553-6747
Course(s) and Program(s): The Freshman Leadership Council.
Resource Role: Panelist; attend conferences; information sharing; consultant.
Interests: Leadership Development program for freshmen and also for Greek fraternities and sororities.

RAAK, MARTHA
Dean, Office of Continuing Education, Seton Hill College, Greensburg, PA 15601
Phone: (412) 838-4208 **FAX:** (412) 838-4203
Resource Role: Panelist; speaker; information sharing; consultant; workshops; catalyst.
Interests: Women in politics; women in the workforce; lifelong learning; civic education; voluntary non-governmental organizations' impact on society; international affairs; peace networks.

RAIOLA, EDWARD
Unity College, Unity, ME 04988
Phone: (207) 948-3131 **FAX:** (207) 948-5626
Course(s) and Program(s): Leadership; Bachelor of Science in Outdoor Recreation: Emphasis on Recreation Leadership.
Publications: "Adventure skills and travel modes," in *The Wilderness Educator: The Wilderness Education Association's Curriculum Guide*, I.C.S. Books, 1991; "Review and analysis of a five-year study of a college-level outdoor leadership curriculum," in *Proceedings - 1990 National Conference on Outdoor Education*, U. of Mississippi, 1991; "Outdoor leadership curricula," *Adventure Education*, March 1991; others.
Research in Progress: Longitudinal study of the effectiveness of a curriculum for outdoor leadership education.
Resource Role: Panelist; speaker; information sharing; consultant.
Interests: Presenter at regional and national conferences on leadership in outdoor education/recreation.

RANKIN, DICK
Vice President Student Life, St. Norbert College, 3313 Pioneer Dr., Green Bay, WI 54303
Resource Role: Panelist; attend conferences; consultant.

RATZ, JIM
Executive Director, National Outdoor Leadership School, PO Box AA, Lander, WY 82520
Phone: (307) 332-6973 **FAX:** (307) 332-3631
Course(s) and Program(s): National Outdoor Leadership School.
Publications: *NOLS Wilderness First Aid*; *NOLS Wilderness Primer*; *Soft Paths: How to Protect and Enjoy the Wilderness* (in process).
Resource Role: Panelist; speaker; information sharing; consultant.
Interests: Leadership training in a wilderness setting; courses range from two weeks to 95 days.

RECKMEYER, WILLIAM J.

Professor of Cybernetic Systems, Department of Anthropology, San Jose State University, San Jose, CA 95192-0113

Phone: (408) 924-5710 **FAX:** (408) 924-5556

Publications: Book and articles in progress.

Research in Progress: Developing an integrative approach to "Renaissance Leadership for the 21st Century"; clarifying the systemic characteristics of modern leadership, identifying emerging kinds of collaborative leadership our planet needs for the coming years, and developing appropriate forms of multi-dimensional leadership education so our multi-cultural world can exercise greater foresight and wisdom in creating its future.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

REISCH, MICHAEL

Department of Social Work Education, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132

Phone: (415) 338-2715

Publications: *Advocacy Coalitions in the Human Services*, Longman's (in press).

Resource Role: Panelist; speaker; attend conferences; consultant.

RENNEISEN, CHARLES M.

Vice Chancellor for Student Affairs, University of TN-Chattanooga, 651 Vine Street, Room 216, Chattanooga, TN 37403

Phone: (615) 755-4534

Course(s) and Program(s): Creative Leadership.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

RICE, DONALD E.

Department of Speech Communications & Theater Art, Concordia College, 901 South Eighth Street, Moorhead, MN 56562

Phone: (218) 299-4430

Publications: *The Rhetorical Uses of the Authorizing Figure: Fidel Castro and Jose Marti*, Praeger (under contract).

Research in Progress: Sources of political authority and types of leadership in social movements.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Leadership phenomena as resources for classroom or consultation.

RITTER, DEBORA A.

Assistant Director, Resident Student Development, University of South Carolina, Department of Student Development, Columbia, SC 29208

Phone: (803) 777-4129 **FAX:** (803) 777-4349

Course(s) and Program(s): Leadership in Higher Education.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Ethics and leadership; women and leadership; motivations for seeking leadership experience.

ROBBINS, SHELLEY

School of Business, University of Wisconsin - Milwaukee, P.O. Box 742, Milwaukee, WI 53201

Phone: (414) 229-6823 **FAX:** (414) 229-6957
Net Address: Bitnet: SRR@csd4.csd.uwm.edu.
Course(s) and Program(s): Strategic Leadership.
Publications: "The role of the CEO and top management in the creation and implementation of strategic vision," in *The Executive Effect: Concepts and Methods for Studying Top Managers*, JAI Press, 1988.
Research in Progress: Perceptions of the leader held by managers and employees, and how perceptions of leader behavior impact strategy implementation.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Developing leadership courses for students and practicing managers; role of values in leadership, teaching values; developing women as leaders; perceptions and interpretations of leaders.

ROBERTS, DENNIS C.
Dean of Student Affairs, Lynchburg College, Lynchburg, VA 24501
Phone: (804) 522-8227
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

ROBY, PAMELA
Professor of Sociology, University of California, 203 Palo Verde Terrace, Santa Cruz, CA 95060
Phone: (408) 459-2587
Publications: "Trade union stewards: Handling union, family and employment responsibilities," in *Women and Work: An Annual Review*, Sage, 1988; "Union stewards and women's employment conditions," in *Ingredients for Women's Employment Policy*, SUNY Press, 1987.
Research in Progress: Trade union leadership development programs for rank-and-file leaders.
Resource Role: Panelist; speaker; consultant.

ROHRER, JOHN
Assistant Director, State Leader in Community and Natural Resource Development, Cooperative Extension Service, Ohio State University, 2120 Fyffe Road, Columbus, OH 43210
Phone: (614) 292-8436
Course(s) and Program(s): Ohio Cooperative Extension Service; Community and Natural Resource Development.
Research in Progress: Assessment of leadership skills in community context.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Community leadership; leader training project in the public sector; leadership for economic development.

ROMINE, RONALD H.
Professor, Sociology & Behavioral Sciences, University of South Carolina, 800 University Way, Spartanburg, SC 29303
Phone: (803) 599-2656
Course(s) and Program(s): Leadership Development Program (academic and internship).
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

ROSENBACH, WILLIAM E.

Professor, Gettysburg College, Box 395, Gettysburg, PA 17325

Phone: (717) 337-6648 **FAX:** (717) 337-6251

Net Address: WROSENBA@GETTYSBURG.EDU ; WROSENBA@GBURG.BITNET

Course(s) and Program(s): Leadership, Followership and Teamwork; Organizational Behavior; Techniques of Leadership (graduate course for U. of Maryland).

Publications: (Co-author) *Military Leadership: In Pursuit of Excellence*, 2nd ed., Westview Press, 1992; "Assessing transformational leadership and its impact," in *Impact of Leadership*, Center for Creative Leadership, 1992; "Transformational and transactional leadership of Australian and U.S. fire service executives," in *Proceedings of the Fourth Biennial Intl. Conference of Eastern Acad of Management*, Nice, France, 1991; "Leading and following in a changing environment," *TURNOUT-91*, Melbourne, Australia, 1991; *Contemporary Issues in Leadership*, 2nd ed., Westview Press, 1989; others.

Research in Progress: Follower and leader behaviors of private and public sector executives; effective followership and leadership development.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

ROSI, EUGENE

Senior Vice President for Academic Affairs, Monmouth College, West Long Branch, NJ 07764

Phone: (908) 571-3405 **FAX:** (908) 571-3629

Net Address: CompuServe: 70471,557

Course(s) and Program(s): Leadership and Social Responsibility.

Publications: "Education for leadership and social responsibility," *Perspectives*, Summer 1990.

Research in Progress: Evaluation of programs.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Non-elitist leadership and social responsibility; needs of modern organizations and businesses for team-based, horizontal work groups.

ROSSING, BOYD E.

Department of Continuing & Vocational Education, University of Wisconsin, 225 North Mills Street, Room 264, Madison, WI 53706

Phone: (608) 262-5930 **FAX:** (608) 263-6448

Course(s) and Program(s): Leadership in Community Programs.

Publications: "Patterns for informal incidental learning experiences: Insights from community action," *International Journal of Lifelong Education*, 10 (1), 45-60; (co-author) "Leadership theory in practice: A proposed collaboration," *Proceedings of Leadership Development Seminar*, Milwaukee, 1990; (co-author) *Partnerships: Shared Leadership Among Stakeholders*, U. of Wisconsin, 1990; others.

Research in Progress: Nature, process and impacts of transformative education on development of next age leadership in extension education organizations; impacts of public policy education on development of public affairs leadership addressing rural concerns.

Resource Role: Panelist; attend conferences; information sharing; consultant.

Interests: Processes of building an active sense and expression of "community" in geopolitical and organizational settings; design, implement and study educational programs that seek to develop and strengthen leadership for achieving these goals.

ROTHSCHILD, PHILLIP C.
P.O. Box 444, Tallahassee, FL 32302-0444
FAX: (904) 893-0065
Research in Progress: Organizational leadership, transformational leadership, the leadership-followership relationship.
Resource Role: Panelist; speaker; attend conferences; information sharing.
Interests: Organizational communication.

RUDOLPH, LINDA B.
Director, President's Emerging Leaders Program, Austin Peay State University, P.O. Box 4755, Clarksville, TN 37044
Phone: (615) 648-6184 **FAX:** (615) 648-6184
Course(s) and Program(s): Introduction to Leadership; President's Emerging Leaders Program.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Impact of APSU community mentor experience on both the mentor and the student.

SAFRIT, DALE
Assistant Professor, Ohio State University, Agricultural Administration Bldg., 2120 Fyffe Rd., Room 25, Columbus, OH 43210
Phone: (614) 292-8436 **FAX:** (614) 292-7443
Net Address: safrit@agvax2.ohio-state.edu
Course(s) and Program(s): Leadership Development in Agriculture; Ohio 4-H Volunteer Leadership Development.
Publications: *The Ohio 4-H Volunteer Development Notebook.*
Research in Progress: Volunteer leadership development in senior Americans and non-formal youth development programs.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Extensive research in organizational values clarification, strategic planning, volunteerism as related to leadership development.

SALVEMINI, SEVERINO
Bocconi University, Via Bocconi, 8, 20136, Milan, ITALY
Phone: 02-5836-6301 **FAX:** 02-5836-6851
Course(s) and Program(s): Executive Management.

SANDERSON, DONALD R.
Director of Student Activities, Oregon State University, Memorial Union Business Office, Corvallis, OR 97331
Phone: (503) 737-2416
Course(s) and Program(s): Student Leadership Development; Student Leadership Development Transcript Program; Student Organization Development Program.
Resource Role: Panelist; consultant; workshops.

SANDLER, BERNICE
Senior Associate, Center for Women Policy Studies, 2000 P St., N.W., #508, Washington, DC 20036
Phone: (202) 872-1770 **FAX:** (202) 296-8962

Publications: Journal articles; original papers.
Resource Role: Panelist; speaker; information sharing; consultant.
Interests: Women leaders; subtle behaviors encountered by women leaders; sexual harassment; how training sessions inadvertently provide different treatment for women and men.

SAWYER, ROBERT
Director, Programs for Gifted & Talented, Northwestern State University, 124 Russell Hall, NSU, Natchitoches, LA 71497
Phone: (318) 357-4500
Course(s) and Program(s): Advanced and Young Scholars summer programs for potential leaders.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Potential leaders in the academically talented population.

SCHMUCK, RICHARD A.
Professor, University of Oregon, DEPM/College of Education, Eugene, OR 97403
Phone: (503) 346-5171 **FAX:** (503) 346-5174
Course(s) and Program(s): Policy Seminar: Leadership.
Publications: *Group Processes in the Classroom*, 6th ed., William C. Brown, 1992; *Small Districts: Big Problems*, Corwin Press, 1992; (co-author) "School administrators' leadership impact: A view from the field," presented at AERA, Boston, 1990; books; chapters; research monographs; articles; technical papers; reviews.
Research in Progress: Experimental preparation program in educational leadership for prospective school principals.
Resource Role: Speaker; information sharing; consultant.
Interests: Consulting in U.S. and globally.

SCHWAB, KENNETH L.
President, Centenary College, 2911 Centenary Boulevard, P.O. Box 41188, Shreveport, LA 71134-1188
Phone: (318) 869-5101 **FAX:** (318) 869-5026
Resource Role: Panelist; information sharing; consultant.
Interests: Previously taught leadership courses at U.S.C.

SCHWARTZ, STEPHEN
Dean, Marietta College, McDonough Center, 215 Fifth Street, Marietta, OH 45750-3031
Phone: (614) 374-4760 **FAX:** (614) 374-4763
Course(s) and Program(s): McDonough Center at Marietta College; undergraduate academic and experiential education; corporate training.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

SHARP, SALLY
Director, Student Leadership, Miami University, 111 Warfield Hall, Oxford, OH 45056
Phone: (513) 529-2961
Course(s) and Program(s): The Analysis of Leadership; Emerging Leaders Program; Social Justice Series; Student Leadership office is building a comprehensive curricular and co-curricular program.

Resource Role: Panelist; speaker; attend conferences; information sharing.
Interests: Leadership in public and community service issues; cultural influences on leadership.

SHIVELY, ROBERT W.
Professor, Babcock Graduate School of Management, Wake Forest University, Reynolda Station, P.O. Box 7368, Winston-Salem, NC 27109
Phone: (919) 759-7671 **FAX:** (919) 759-7672
Course(s) and Program(s): Leadership, the Law and Human Values; Leadership and Executive Action.
Research in Progress: Case study of a Florida school superintendent.
Resource Role: Panelist; information sharing; consultant.
Interests: Development of an M.B.A. Executive course, "Leading Change."

SLESINGER, LARRY
Deputy Director, National Center for Nonprofit Boards, Suite 411, 2000 L Street, N.W., Washington, DC 20036
Phone: (202) 452-6262 **FAX:** (202) 452-6299
Course(s) and Program(s): Workshops and meetings on nonprofit board development.
Publications: *Self-assessment for Nonprofit Governing Boards*, NCNB, 1991.
Resource Role: Attend conferences; information sharing.

SMITH, DAVID C.
Program Director, Leadership, Ethics, and Values Program, North Central College, 30 North Brainard Street, Naperville, IL 60566-7063
Phone: (708) 420-6284 **FAX:** (708) 420-4234
Course(s) and Program(s): Leadership Projects; Leadership in Work Environments; Leadership Theory; Leadership for Social Change and Renewal; Leadership Analysis; Leadership, Ethics and Values Program.
Publications: Review of Dennis L. Thompson, Ed., "Moral values and higher education: A nation at risk," *Journal of Higher Education*, 1991; "Institutional culture and ethics" and "Academic principles of responsibility," in *Ethics in Higher Education*, Macmillan, 1990.
Research in Progress: Leadership styles of college and university presidents and chief academic officers.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

SMITH, JAMES
Butler University, College of Education, Butler Union, 4600 Sunset Avenue, Indianapolis, IN 46208
Phone: (317) 283-9274 **FAX:** (317) 283-9930
Course(s) and Program(s): Leadership in Education; The Experiential Program for Preparing School Principals.
Publications: "The experiential program for preparing school principals," *Leadership Education 1992* (in press); (co-author) "Empowerment as a unifying concept in preparing teachers and administrators," *Eastern Education Journal* (in press); "The outstanding principal: Do quality indicators exist?," *The Hoosier Schoolmaster*, Fall-

Winter 1990; "Networking higher education with the Indiana Principal Leadership Academy," *Special Edition: Indiana Principal Leadership Newsletter*, 4 (3), 1990; others.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Experiential learning as applied to educational leadership; rural and small school administrators on issues relating to leadership stress.

SMITH, JIM ARTHUR
Director, Education and Leadership Development, 3523 Johnson Street, High Point, NC 27265
Course(s) and Program(s): Leadership: Inside Out; Developing Leaders in the Home and the Community.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Testing; small group interaction; range of focus from servant leadership to mentoring; planning outdoor experiential learning.

SMITH, KEITH L.
Professor, The Ohio State University, 2120 Fyffe Road, Columbus, OH 43210
Phone: (614) 292-4067 **FAX:** (614) 292-7443
Course(s) and Program(s): Leadership Task Force; Leadership in Agriculture.
Publications: "Leadership for the future," *Journal of Extension*, Spring 1990.
Resource Role: Panelist; speaker; information sharing.

SNODGRASS, WILDER
One Thorpe Avenue, Portsmouth, RI 02871
Phone: (401) 683-5260
Course(s) and Program(s): Leadership Development for Professionals.
Research in Progress: Technology of teamwork; relationship between learning and leadership; consulting work in survey research.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Member of Microsoft Consulting Network (office automation/LAN based project management software and procedures); use of time in career transition; facilitating programs of shared inquiries in "learning organizations."

SPEARS, LARRY
Executive Director, Robert K. Greenleaf Center, 1100 West 42nd St., Suite 321, Indianapolis, IN 46208
Phone: (317) 925-2677 **FAX:** (317) 925-0466
Course(s) and Program(s): The Robert K. Greenleaf Center.
Publications: "Servant-leadership and experiential education," *Experiential Education*, May-June 1991; various Greenleaf Center publications.
Resource Role: Panelist; speaker; attend conferences; information sharing.
Interests: A new approach to leadership, structure and decision making, which could improve the caring and quality of all institutions.

ST. GERMAIN, PAT
Office of Activities & Organizations, SUNY-ESF, 110 Bray Hall, Syracuse, NY 13210-2783
Phone: (315) 470-6658 **FAX:** (315) 470-6933

Course(s) and Program(s): Leadership sessions within other courses; college leadership programs.
Research in Progress: Women's experiences in leadership.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Exploring significant events in the experience of women leaders in student affairs, and sharing these with women in graduate programs/entry-level positions.

STANTON, TIMOTHY
Associate Director, Haas Center for Public Service, P.O. Box Q, Stanford, CA 94309
Phone: (415) 725-2859 **FAX:** (415) 725-7339
Net Address: Bitnet: CR.TKS@STANFORD
Course(s) and Program(s): Policy Making and Problem Solving at the Local and Regional Level; Preparation for Internship Learning; Local Government Internship Program; Haas Center for Public Service.
Publications: *Experiential Education: New Directions in Student Services*, Jossey-Bass.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Leadership for the public good; connecting leadership skills with ethical and socially responsible purposes; Haas Center provides students with leadership development opportunities in public service programs and organizations.

STOLZ, EDYE
Project Manager, Department of Human Resource Management, Georgia Center for Continuing Education, University of Georgia, Athens, GA 30602
Phone: (404) 542-2275 **FAX:** (404) 542-5990
Course(s) and Program(s): National Leadership Institute in Adult and Continuing Education.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Development of the new J.W. Fanning Leadership Center at the University of Georgia.

STROUSE, RHONDA L.
Assistant Director of Student Activities, University of Kentucky, 106 Student Organizations Center, Lexington, KY 40506-0030
Phone: (606) 257-1099 **FAX:** (606) 258-1024
Course(s) and Program(s): University of Kentucky Leadership Development Program—Emerging and Established Leader Institutes.
Research in Progress: Efforts are currently being made to formalize leadership assessment tools.
Resource Role: Serve on a panel; attend conferences; give a talk; provide information; consult.
Interests: Currently the U.K. Leadership Development Program is seeking to expand in terms of course offerings and program series. This expansion is part of a campus-wide program entitled "Project Civic." Project Civic has accepted the institutional challenge to address the teaching of civic responsibility and effective leadership in a focused and defined format. Further information regarding Project Civic is available upon request.

STUNKEL, KENNETH

Director, Institute for the Study of Democratic Leadership, Monmouth College, West Long Branch, NJ 07764

Course(s) and Program(s): Institute for the Study of Democratic Leadership.

Publications: Guide book for collaborative seminars run by the Institute (in progress).

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

SUGERMAN, SARA

Associate Dean of Students, Colorado College, 14 E. Cache la Poudre, Colorado Springs, CO 80903

Phone: (719) 389-6800 **FAX:** (719) 634-4180

Course(s) and Program(s): Women's Leadership Training Institute.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

SWEAZEY, GEORGE

Triangle Associates, 1507 E. Franklin Street, Suite 215, Chapel Hill, NC 27514

Course(s) and Program(s): Assessment for development courses.

Resource Role: Panelist; attend conferences; information sharing; consultant.

Interests: Organizational change in health care and higher education; strategic planning; leadership development; total quality management.

TAYLOR, GAIL

Director, Student Activities, Cypress College, 9200 Valley View, Cypress, CA 90630

Phone: (714) 826-2220 x198 **FAX:** (714) 527-8238

Course(s) and Program(s): Leadership; Practical Applications of Leadership.

Resource Role: Panelist; attend conferences; information sharing.

TAYLOR, ROBERT L.

Dean, School of Business, University of Louisville, Louisville, KY 40292

Phone: (502) 588-6443 **FAX:** (502) 588-7557

Course(s) and Program(s): The Effective Executive.

Publications: (Co-author) *Contemporary Issues in Leadership*, 2nd ed., Westview Press, 1989; (co-author) *Military Leadership: In Pursuit of Excellence*, 2nd ed., Westview Press, 1992.

Resource Role: Panelist; speaker; consultant.

Interests: Values in leadership; matching leaders' values expectations with those shared by the followers; self-knowledge as the basis for leadership development.

THOMPSON, DIANE L.

Department of Human Relations, Columbia College, Columbia, SC 29203

Phone: (803) 786-3687

Course(s) and Program(s): Orientation to Leadership; Introduction to Leadership Skills.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Leadership training for supervisory personnel within human service agencies.

THOMPSON, KENNETH

Director, Miller Center, University of Virginia, P.O. Box 5707, Charlottesville, VA 22905

Phone: (804) 924-7236 **FAX:** (804) 982-2739
Course(s) and Program(s): American Foreign Policy: The Cold War and After; The Miller Center; Understanding and Improving the Presidency.
Publications: *National Security and Arms Control: Winston Churchill's Approach, Traditions and Values in Politics and Diplomacy* (major treatise), 1992; *Winston Churchill's World View*; *The Presidency and the Public Policy.*
Research in Progress: History of the Cold War.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Former leader of the Rockefeller Foundation; J. Wilson Newman Professor of Governance.

TOLLEY, JERRY R.
Assistant Vice President-Training/Recruitment, Roche Biomedical Laboratories, Inc., P.O. Box 2230, Burlington, NC 27216-2230
Phone: (919) 229-1127 **FAX:** (919) 229-1127
Course(s) and Program(s): Developing Top Performers; Team Building: An Experience in Leadership; Circle of Excellence - Executive Development Program.
Resource Role: Panelist; speaker; information sharing; consultant.

TOTH, POWELL E.
Program Director, Educational Administration, UWVA College of Graduate Studies, 737 Sullivan Hall, Institute, WV 25112
Phone: (304) 766-2016 **FAX:** (304) 766-1942
Course(s) and Program(s): Principles of Educational Leadership; Center for Appalachian Leadership Studies.
Publications: "Creative leadership and creative energy," *National Forum of Applied Educational Research Journal*, 3 (2), 1990, 62-67; "Whole-brain leadership," *Record in Educational Administration*, 11 (1), 1990, 51-54; "Strategic planning and creative leadership" (in progress).
Research in Progress: Leader's use of energy as it relates to creative leadership.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Effective leaders and their use of creative energy, to initiate and sustain health and growth in self and others, to achieve meaningful personal and organizational goals.

TOWNSEND, CHRIS
Texas A&M University, Dept of Agriculture Education, College Station, TX 77843
Phone: (409) 845-2951 **FAX:** (409) 845-6296
Course(s) and Program(s): Professional Leadership Development; Youth Leadership.
Resource Role: Panelist; speaker; attend conferences; information sharing.

VICERE, ALBERT A.
Assistant Dean for Executive Education, Smeal College of Business Administration, Pennsylvania State University, 310 Business Administration Bldg., University Park, PA 16802
Phone: (814) 865-3435 **FAX:** (814) 865-3372
Course(s) and Program(s): Strategic Leadership; Program for Strategic Leadership (two-week executive program).

Publications: (Editor) *Executive Education: Process, Practice and Evaluation*, Petersons, 1989; (co-author) "Crafting competitiveness: Toward a new paradigm for executive development," *Human Resource Planning*, 13 (4), 1990, 281-295; "A new focus on learning revolutionizes' executive development," *Bricker Bulletin on Executive Education*, IX (3), 1990, 1-3; (co-author) "Executive education in major corporations: An international study," *Journal of Management Development*, 9 (1), 1990, 5-16; "Developing the 21st century executive," *Executive Development: An International Journal*, 3 (1), 1990, 27-29.
Research in Progress: Executive development; organizational learning.
Resource Role: Panelist; speaker; information sharing; consultant.
Interests: Definition and development of strategic leadership competencies and the role of learning in the leadership process; member of four editorial boards (*Human Resource Planning, Journal of Management Development*; *Executive Development*; *Bricker Bulletin on Executive Education*); member of International Consortium for Executive Development Research.

VICKERS, DONN F.
Leadership for the 90s, 65 Jefferson Avenue, Columbus, OH 43215
Phone: (614) 228-7441
Course(s) and Program(s): Executive seminars for CEOs of not-for-profit corporations; Lilly Endowment Developing Partners for Leadership.
Publications: *Partners in Leadership: Selecting, Establishing and Evaluating Boards and CEOs in Not-For-Profit Corporations*, Lilly Endowment, 1990.
Research in Progress: Selecting, establishing and evaluating boards and CEOs of not-for-profit corporations with a team representing the arts, mental health, community foundations and community leadership programs.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: New trends for boards and CEOs that will help them be more effective partners in leadership of not-for-profit corporations.

WALDSTEIN, FREDRIC A.
Director, Institute for Leadership Education, Wartburg College, 222 9th St., N.W., Waverly, IA 50677-1003
Phone: (319) 352-8259 **FAX:** (319) 352-8514
Course(s) and Program(s): Wartburg Leadership Education (skills development and self-awareness workshops); mentoring program; academic course work; community outreach/community service).
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

WALLING, H. GRIFFIN
Dean, School of Continuing Studies, University of Tampa, 401 West Kennedy, Tampa, FL 33602
Phone: (813) 253-3333
Course(s) and Program(s): Executive Leadership; Organizational Behavior and Leadership.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Enhancing leadership skills of practicing managers.

WALLS, WENDELL

National Association for Community Leadership, One Jackson Square, 233 McCrea Street, Suite 501, Indianapolis, IN 46225

Phone: (317) 637-7408 **FAX:** (317) 637-7413

Course(s) and Program(s): National Association for Community Leadership.

Resource Role: Panelist; attend conferences; information sharing; consultant.

WARWICK, RON

Educational Leadership Department Chair, National College of Education, 2840 Sheridan Road, Evanston, IL 60201

Phone: (708) 256-5150 **FAX:** (708) 256-3937

Course(s) and Program(s): Educational Leadership Department.

Publications: *Educational Study on Chicago Principals in School Reform*, CPS Publication.

Research in Progress: Administrative functions as a result of school reform.

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

Interests: Leadership and team development; systems and the "common/special" causes that impact a system.

WATERMAN, ELLEN K.

Executive Development Associates, 265 Post Road West, Westport, CT 06880

Phone: (203) 226-0674 **FAX:** (203) 227-7852

Course(s) and Program(s): Issues in Women and Leadership (at University of Denver).

Resource Role: Attend conferences; information sharing; consultant.

Interests: Development/management of leadership programs, conferences, institutes; development of broad-based college level leadership programs; enabling/empowering women for success in the workplace.

WATSON, CAROL D.

Associate Professor, School of Business, Rider College, Lawrenceville, NJ 08648-3099

Phone: (609) 896-5069 **FAX:** (609) 896-5304

Net Address: WATSON@RIDER

Research in Progress: (Co-author) "Leader Conflict Management Behavior as a Predictor of Satisfaction, Perceived Effectiveness and Decision Type" (under review); (co-author) "The Moderating Effects of Sex on Leader Conflict Management Behavior" (under review); "Gender differences in negotiation behavior and outcomes: Fact or artifact?" in *Gender Differences in Conflict-Handling: Less Than Meets the Eye* (forthcoming); "The impact of gender and power on the negotiating behavior of managers: Implications for ADR practitioners," *Proceedings of the Society for Professionals in Dispute Resolution* (forthcoming).

Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

WATSON, EUGENE R.

Professor, Educational Leadership Program, University of North Carolina, Peabody Hall, Chapel Hill, NC 27514

Phone: (919) 966-1354 **FAX:** (919) 962-1533

Course(s) and Program(s): Leadership Behavior and Organizational Change in Educational Settings.

Research in Progress: Study of the board chairperson's participation in community college board meetings.
Resource Role: Panelist; speaker; information sharing; consultant; conduct sessions on small group leadership.
Interests: Leadership in academic teams.

WEEMS, LOVETT H., JR.
President, Saint Paul School of Theology, 5123 Truman Road, Kansas City, MO 64127
Phone: (816) 483-9600 **FAX:** (816) 483-9605
Course(s) and Program(s): The Practice of Leadership; Advanced Leadership Seminar; Saint Paul Leadership Project (funded by Teagle Foundation).
Publications: Manuscript in progress on the elements of effective leadership.
Research in Progress: Joint projects between Saint Paul and the General Council on Ministries of the United Methodist Church, the research agency of the denomination.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Leadership in the church.

WELLS, RAY
2102 Ash Grove, Ambler, PA 19002
Phone: (215) 628-0919 **FAX:** (215) 283-1231
Course(s) and Program(s): Leadership and Organizational Skills Seminar; Summer Leadership Symposium Invitational.
Publications: "Leadership Education: Where We've Been: Where We're Headed," *PROfile*, January and February 1992; "Leadership and community: Partners for empowerment," *Campus Activities Programming*, December 1991; others.
Research in Progress: Exploring the relationships between community and leadership; process of how leadership creates a psychological sense of community in structured organizations; how white males who develop a sense of community within their organizations develop their community perspective.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

WHICKER, MARCIA L.
Public Administration, 701 Hill Hall, Rutgers University - Newark, Newark, NJ 07102
Phone: (201) 648-5093
Net Address: Whicker@Draco.Bitnet
Publications: *Public Sector Leadership*, University of Alabama Press; (co-author) *When Presidents are Great*, Prentice-Hall, 1988.
Research in Progress: Test of Schlesinger's thesis of generational change.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Cycles and stages of societal level leadership resulting in expanded rights for disadvantaged groups.

WHITAKER, GORDON P.
Director, MPA Program, University of North Carolina, Box 3265, Chapel Hill, NC 27599-3265
Phone: (919) 962-0425 **FAX:** (919) 962-4777
Course(s) and Program(s): Public Management and Leadership; Master of Public Administration Program.

Publications: "Professional leadership in local government" (in progress).
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.

WHITNEY, CONSTANCE C.

President, Strategic Leadership Consulting, 10601 Wilshire Blvd., Los Angeles, CA 90024
Phone: (213) 475-0977 **FAX:** (310) 470-8088
Course(s) and Program(s): Town Hall's Executive Series.
Publications: *The Paradox of Power* (in progress).
Research in Progress: Leadership versus power; effective leadership in changing organizations.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Program for executive leaders of corporate and entrepreneurial ventures (global and local, men and women); developing emerging and established leaders.

WIGHT, JONATHAN B.

Associate Professor, School of Business Administration, E. Claiborne Robbins School of Business, University of Richmond, Richmond, VA 23173
Phone: (804) 289-8570 **FAX:** (804) 289-8878
Research in Progress: Relationship between leadership and economic growth.
Resource Role: Panelist.

WILLIS, SHAY

Office SODC, Room 2202, Michigan Union, University of Michigan, Ann Arbor, MI 48109.
Phone: (313) 763-5900
Resource Role: Panelist; attend conferences; information sharing; consultant.
Interests: Specialized groups; minority student leadership development; women's leadership development.

WINNER, LINDA

Federal Executive Institute, 1301 Emmet Street, Charlottesville, VA 22901-2899
Phone: (804) 980-6274 **FAX:** (804) 980-6281
Course(s) and Program(s): Leadership for a Democratic Society.
Resource Role: Panelist; speaker; attend conferences; information sharing; consultant.
Interests: Developing a symposium on how women executives lead and learn in the federal government context.

WUTZDORFF, ALLEN J.

Executive Director, National Society for Internships and Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609
Phone: (919) 787-3263 **FAX:** (919) 787-3381
Course(s) and Program(s): National Initiative to Strengthen and Sustain Programs for Community Service-Learning and Internships (identification and workshops for high school teachers and administrators who show potential for leadership).
Publications: *Research Agenda for Combining Service and Learning in the 1990s*, NSIEE.

Research in Progress: Development of leaders in the research arena who can lead teams to implement aspects of the research agenda.
Resource Role: Attend conferences; information sharing.

YOUNG, DENNIS
Director, Mandel Center for Nonprofit Organizations, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, OH 44106-7164
Phone: (216) 368-2275 **FAX:** (216) 368-2106
Course(s) and Program(s): Economics for Nonprofit Management; Mandel Center for Nonprofit Organizations.
Publications: (Co-author) "Educating managers of nonprofit organizations," 1988; "Careers for dreamers and doers," 1989.
Research in Progress: Structure of national and international nonprofit associations.
Resource Role: Panelist; attend conferences; information sharing.

STATE INDEX TO RESOURCE PERSONS

ALABAMA
Berte, Neal R. (Birmingham)
Hendon, Donald W. (Florence)
Norris, Emma Coburn (Troy)

ARIZONA
Guiliano, Neil (Tempe)

CALIFORNIA
Beardsley, Stephanie (Davis)
Biggs, Judi (Los Angeles)
Caroselli, Marlene (Culver City)
Cognetta, John S. (Cupertino)
Conner, Ross F. (Irvine)
Cosgrove, Thomas J. (San Diego)
Dawson, Rich (Malibu)
Harris, Philip R. (LaJolla)
Hartley, Alex (Los Angeles)
Harvey, Thomas R. (LaVerne)
Kindler, Herbert (Pacific Palisades)
McGhee, Mary (Santa Barbara)
Murry, Joan (San Diego)
Posner, Barry (Santa Clara)
Reckmeyer, William J. (San Jose)
Reisch, Michael (San Francisco)
Roby, Pamela (Santa Cruz)
Stanton, Timothy (Stanford)
Taylor, Gail (Cypress)
Whitney, Constance C. (Los Angeles)

COLORADO
Cronin, Thomas E. (Colorado Springs)
Folsom, Clint (Boulder)
Goodman, Adam J. (Boulder)
Miller, Mary Harper (Denver)
Sugerman, Sara (Colorado Springs)

CONNECTICUT
McKinney, William (Hartford)
Waterman, Ellen K. (Westport)

DISTRICT OF COLUMBIA
Easton, Edward (Washington)
Gaertner, Karen N. (Washington)
Kellerman, Barbara (Washington)
Malloy, Nancy Bushwick (Washington)
McClusky, John (Washington)
Sandler, Bernice (Washington)
Slesinger, Larry (Washington)

FLORIDA
Bolton, Elizabeth (Gainesville)
Clark, Kenneth E. (Naples)
Clark, Miriam B. (Naples)
Copestick, Kevin J. (Tampa)
Deegan, James E. (St. Petersburg)
Hammerschmidt, Peter K. (St. Petersburg)
Melina, Karen (Coral Gables)
Montgomery, Susan (Jacksonville)
Rothschild, Phillip C. (Tallahassee)
Walling, H. Griffin (Tampa)

GEORGIA
Breeze-Mead, Alison (Marietta)
Langone, Christine A. (Athens)
Preston, Joanne C. (Marietta)
Stolz, Edye (Athens)

GUAM
Pearson, Carmen (Mangilao)

HAWAII
Meyer, Manu (Hilo)

ILLINOIS
Conrad, Jr., William R. (Downers Grove)
Craft, Rolf V. (Eureka)
Danielson, Doris K. (Chicago)
Faron, Alice (Champaign)
Herlihy, Colleen M. (Edwardsville)
Ivarie, Theodore W. (Charleston)
McReynolds, Janet (Edwardsville)
Meredith, Sam T. (Carlinville)
Miller, Cheryl (Rockford)
Smith, David C. (Naperville)
Warwick, Ron (Evanston)

INDIANA
Feinberg, Richard (West Lafayette)
Green, Stephen G. (West Lafayette)
Meek, Bob (Culver)
Smith, James (Indianapolis)
Spears, Larry (Indianapolis)
Walls, Wendell (Indianapolis)

IOWA
Hougen, Roy (Ames)
Jorgensen, Gerald (Dubuque)
Waldstein, Fredric A. (Waverly)

KANSAS
Burtis, John O. (Manhattan)
Hollenbeck, E. W. (Pittsburg)

KENTUCKY
Bennett, Diane T. (Louisville)
Morton, T. Ballard (Louisville)
Strouse, Rhonda L. (Lexington)
Taylor, Robert L. (Louisville)

LOUISIANA
Cushman, Michael (New Orleans)
New, J. Randolph (New Orleans)
Sawyer, Robert (Natchitoches)
Schwab, Kenneth L. (Shreveport)

MAINE
Raiola, Edward (Unity)

MARYLAND
Chambers, Glen A. (Catonsville)
Cotroneo, Keith (Hagerstown)
Lucas, Nance (College Park)
Lyles, Carol (Baltimore)

MASSACHUSETTS
Fanelli, Russell (Springfield)
Ferris, William P. (Springfield)
Fillinger, Robert E. (South Hamilton)
Heifetz, Ronald A. (Cambridge)
Lowance, Susan C. (Northampton)

MICHIGAN
Adler, Beth (Ann Arbor)
Goodstein, Tami (Ann Arbor)
Jones, Lisa (Ann Arbor)
Lapides, Joseph (Dearborn)
Matusak, Larraine (Battle Creek)
Moore, David G. (Flint)
Willis, Shay (Ann Arbor)

MINNESOTA
Cushmore, Marcia Casey (Minneapolis)
Harrison, Clifford (Moorhead)
Martin, David K. (Moorhead)
Rice, Donald E. (Moorhead)

MISSISSIPPI
Karnes, Francis A. (Hattiesburg)

MISSOURI
Bader, Diana (St. Louis)
Beodeker, Bob (Cape Girardeau)
Geerling, Ellen Newman (St. Louis)
Herman, Robert D. (Kansas City)
Quinn, Michael (St. Louis)
Weems, Jr., Lovett H. (Kansas City)

NEBRASKA
Artman, Richard B. (Lincoln)
Blezek, Allen G. (Lincoln)
Boatman, Sara A. (Lincoln)
Brown, Martha (Omaha)
Dillon, Roy D. (Lincoln)

NEW HAMPSHIRE
Parente, Betsy Allan (Durham)

NEW JERSEY
Beaven, Mary H. (Teaneck)
Dennis, Donna (Warren)
Kovach, Barbara (New Brunswick)
Nemerowicz, Gloria (West Long Branch)
Powell, Sharon Rose (Princeton)
Rosi, Eugene (West Long Branch)
Stunkel, Kenneth (West Long Branch)
Watson, Carol D. (Lawrenceville)
Whicker, Marcia L. (Newark)

NEW YORK
Anderson, Carol L. (Ithaca)
Appleby, R. Neal (Syracuse)
Avolio, Bruce J. (Binghamton)
Bass, Bernard (Binghamton)
Brown, Roosevelt (Oswego)
Campbell, Richard (New York)
Curry, Rex L. (Brooklyn)
Dansereau, Fred (Amherst)
Drury, Jack K. (Saranac Lake)
Gallineau, Tim (St. Bonaventure)
Gerber, Barbara W. (Oswego)
Hall, Marsha Paur (Troy)
Hollander, Edwin P. (New York)
Isaksen, Scott G. (Buffalo)
Liberty, Suzanne (Potsdam)
Luce III, Henry (New York)
McDade, Sharon (New York)
Miles, C. Sue (Ithaca)
Paris, Grace Lamacchia (Pleasantville)
Parnes, Sidney J. (Buffalo)
St. Germain, Pat (Syracuse)

NORTH CAROLINA
Birmingham, Cathy (Wilmington)
Black, Laura F. (Raleigh)
Blimling, Gregory (Boone)
Boothby, Neil (Durham)
Davis, Leary (Buies Creek)
Edelman, Dee (Black Mountain)
Guthrie, Vicki (Greensboro)
Harriger, Katy J. (Winston-Salem)

Hawkins, Gerald G. (Raleigh)
Johnson, Cynthia Wolf (Chapel Hill)
Kelly-Radford, Lily (Greensboro)
Lynch, Charles F. (Charlotte)
Mullendore, Richard (Wilmington)
Musselwhite, Christopher (Greensboro)
Shively, Robert W. (Winston-Salem)
Smith, Jim Arthur (High Point)
Sweazey, George (Chapel Hill)
Tolley, Jerry R. (Burlington)
Watson, Eugene R. (Chapel Hill)
Whitaker, Gordon P. (Chapel Hill)
Wutzdorff, Allen J. (Raleigh)

OHIO
Boothe, David (Jackson)
Cusma, Teresa Paumier (Dayton)
Dickson, Gary L. "Greg" (Kettering)
Drushal, Mary Ellen (Ashland)
Holliday, Vivian L. (Wooster)
Rohrer, John (Columbus)
Safrit, Dale (Columbus)
Schwartz, Stephen (Marietta)
Sharp, Sally (Oxford)
Smith, Keith L. (Columbus)
Vickers, Donn F. (Columbus)
Young, Dennis (Cleveland)

OKLAHOMA
Demuth, Carol (Tulsa)

OREGON
Sanderson, Donald R. (Corvallis)
Schmuck, Richard A. (Eugene)

PENNSYLVANIA
Bucci, Frank A. (Kutztown)
Forsyth, Pat (University Park)
Heasley, Daryl (University Park)
Nestor, David (Allentown)
Raak, Martha (Greensburg)
Rosenbach, William E. (Gettysburg)
Vicere, Albert A. (University Park)
Wells, Ray (Ambler)

RHODE ISLAND
Deluga, Ronald (Smithfield)
Hocking, Peter (Providence)
Snodgrass, Wilder (Portsmouth)

SOUTH CAROLINA
Fortner, Novella (Columbia)
Harpum, Richard (Greenville)
McKinzie, Kathy (Spartanburg)
Mitchell, Peter (Columbia)
Ritter, Debora A. (Columbia)
Romine, Ronald H. (Spartanburg)
Thompson, Diane L. (Columbia)

TENNESSEE
Bogue, E. Grady (Knoxville)
Bull, Bernard F. (Jefferson City)
Groff, Warren H. (Memphis)
Jenkins, William A. (Nashville)
Phillips, Sara (Knoxville)
Renneisen, Charles M. (Chattanooga)
Rudolph, Linda B. (Clarksville)

TEXAS
Agor, Weston H. (El Paso)
Gardner, Kent L. (Arlington)
Harral, Harriet (Ft. Worth)
Henry, Judith (Lubbock)
Lawrence, William D. (Dallas)
Markley, W. Larry (Fort Worth)
Millard, C. W. (Flower Mound)
Morrison, David (Frisco)
Townsend, Chris (College Station)

VERMONT
Brown, Patrick (Burlington)
Larson, Robert L. (Burlington)

VIRGINIA
Dale, Robert (Richmond)
Decker, Larry (Charlottesville)
Fairholm, Gil W. (Richmond)
Harwood, Patricia C. (Richmond)
Marano, Rocco (Reston)
Mateer, Richard A. (Richmond)
Mayo, Cynthia (Glen Allen)
Micas, Stephanie S. (Richmond)
Prince II, Howard T. (Richmond)
Roberts, Dennis C. (Lynchburg)
Thompson, Kenneth (Charlottesville)
Wight, Jonathan B. (Richmond)
Winner, Linda (Charlottesville)

WASHINGTON
Bassett, Lois R. (Federal Way)
Dodson, David (Tacoma)
Flynn, Terry (Pullman)

WEST VIRGINIA
Brenegar III, Edwin R. (Elkins)
Fendt, Paul F. (Morgantown)
Toth, Powell E. (Institute)

WISCONSIN
Gear, Curtis E. (Madison)
Grantz, Regina (Milwaukee)
Hallatt, Douglas (Eau Claire)
Hartford, Thomas F. (De Pere)
Hellweg, Julie M. (Stevens Point)
Miller, Lorna (Madison)
O'Brien, Kathleen A. (Milwaukee)
Rankin, Dick (Green Bay)
Robbins, Shelley (Milwaukee)
Rossing, Boyd E. (Madison)

WYOMING
Ratz, Jim (Lander)

INTERNATIONAL

Bokor, Chuck (Ontario, Canada)
Bonneau, Gilles A. (Quebec, Canada)
Hagarty, Jack (Ontario, Canada)
Maillet, Leandre (Quebec, Canada)
Pearson, Alan (Manchester, England)
Salvemini, Severino (Milan, Italy)

VI. RESOURCE ORGANIZATIONS IN LEADERSHIP EDUCATION

Contents

Introduction 607

Foundations 609

Associations, Institutes & Other Organizations 612

RESOURCE ORGANIZATIONS IN LEADERSHIP EDUCATION

Introduction

The number of organizations described in this section has doubled since the 1990 Source Book. Part of this increase reflects our inclusion of a number of foundations that provide leadership grants. We have also added new organizations that have emerged in the last year or two, as well as long-standing organizations that we newly discovered.

Many organizations like to use the word leadership in their self-descriptions or even in the name of their organization. For a list such as this we faced the task of winnowing out those organizations whose actual involvement in leadership activities and research was more semantic than actual. The organizations we have included do seem to have an active involvement in leadership studies or leadership education, often with an expressed interest in sharing their knowledge and resources with scholars and the community of leadership educators.

The foundations included here are only those who made several contributions to leadership related endeavors and whose "giving area" was broader than a single state. There are other foundations who occasionally make grants related to leadership, or who give locally for leadership efforts. These are not included, but they may be identified by consulting the *Foundation Directory* and the *Foundation Grants Index*, available in many libraries.

FOUNDATIONS

THE BUSH LEADERSHIP FELLOWSHIP PROGRAM

332 Minnesota Street, St. Paul, MN 55101
Phone: (612) 227-0891

Individual grants for mid-career development are available for people residing and working in Minnesota, North Dakota, South Dakota and northwestern Wisconsin. Information can be requested by contacting Mr. John Archabal, Director.

THE DANFORTH FOUNDATION

231 South Bemiston Avenue, Suite 580, St. Louis, MO 63105-1903
Phone: (314) 862-6200

The Danforth Foundation is dedicated to enhancing the humane dimensions of life through activities which improve the quality of teaching and learning. It supports activities of elementary and secondary public education administrators and legislators who form public policy. 1989 giving totaled $5,607,073. New Mexico Educational Administration Consortium received $36,500 for an educational leadership project. **Publications:** Annual report; informational brochure; financial statement; grants list.

JESSE BALL DUPONT RELIGIOUS, CHARITABLE AND EDUCATIONAL FUND

225 Water Street, Suite 1200, Jacksonville, FL 32202-4424
Phone: (904) 353-0890

Grants are limited to 350 educational institutions, cultural and historical preservation programs, social service organizations, hospitals, health agencies, churches and youth agencies located in Delaware, Virginia and Florida. Total giving in 1989 was over $5,000,000. A two-year challenge grant of $100,000 was awarded to the College of William and Mary for the establishment of the Black Student Leadership Institute. **Publications:** Annual report; application guidelines; informational brochure; grants list.

THE FORD FOUNDATION

320 East 43rd Street, New York, NY 10017
Phone: (212) 573-5000

Ford Foundation's purpose is to advance the public well-being by identifying and contributing to the solution of problems of national and international importance. Grants are made to institutions for experimental, demonstration and developmental efforts that are likely to produce significant advances in poverty, human rights, public policy, education and international affairs. In 1989, total giving was $217,669,414. The League of United Latin American Citizens received $134,000 support and internship funding for the high school leadership component of the Hispanic Leadership Opportunity Program. **Publications:** Annual report; newsletter; program policy statement; occasional report.

THE HITACHI FOUNDATION

1509 22nd Street, N.W., Washington, DC 20037
Phone: (202) 457-0588

The Hitachi Foundation's purpose is to improve the ability of individuals, institutions and communities to participate in a global society, environmentally, economically, culturally and socially. Grants are awarded to leadership projects in education and community development. Grants approved in 1991 totaled over $2,000,000. **Publications:** Annual report.

THE JOYCE FOUNDATION

135 Lasalle Street, Suite 4010, Chicago, IL 60603
Phone: (312) 782-2464

Midwestern educational institutions, minority or low-income services, and economic development organizations are eligible for grants to develop leadership programs. Total giving in 1989 exceeded $12,000,000. Academic Development Institute received a $225,000 three-year grant for leadership training programs for principals, teachers and parents in Chicago public schools. **Publications:** Annual report; informational brochure; financial statement; program policy statement; newsletter.

W. K. KELLOGG FOUNDATION

One Michigan Avenue East, Battle Creek, MI 49017
Phone: (616) 968-1611

Aid is limited to programs concerned with application of existing knowledge rather than research. Current funding priorities include projects designed to improve human well-being, which include broadening the leadership capacity of individuals. Total giving amount in last fiscal year was $167,000,000. Multiple university programs in the U.S. received $50,000 each to provide public affairs leadership training for homemakers through replication of Family Community Leadership project. Multiple university programs in South Africa received over $1,220,000 total funding to improve black African leadership by providing scholarships to disadvantaged students. Minority and women's leadership education programs received continuing support, scholarships, fellowships, internships and program development funding. **Publications:** Annual report, informational brochure, newsletter.

F. M. KIRBY FOUNDATION, INC.

17 DeHart Street, P.O. Box 151, Morristown, NJ 07963-0151
Phone: (201) 538-4800

Support is available to educational, health, church and community organizations in New York, New Jersey, Pennsylvania and Virginia. Total giving in 1989 was $8,000,000. Young Americans Foundation received $25,000 support for student services and leadership development. **Publications:** Informational brochure.

KNIGHT FOUNDATION

One Biscayne Tower, Suite 3800, Two South Biscayne Boulevard, Miami, FL 33131
Phone: (305) 539-2610

Grants are available for innovation and creativity in education, culture, health and social service programs in cities where Knight-Ridder newspapers are located. Nationally, grants are given for print journalism, higher education, arts and culture. Total giving in 1989 was $16,665,311. Antioch University received a challenge grant to implement a new program, design curriculum, develop leadership, develop faculty and assessment. **Publications:** Annual report; application guidelines; informational brochure.

LILLY ENDOWMENT INC.
P.O. Box 88068, Indianapolis, IN 46208
Phone: (317) 924-5471

The Lilly Endowment offers support for religion, education and community development with special concentration on programs that benefit youth, develop leadership, and help develop state-of-the-art fund-raising to make nonprofit organizations become more self-sustaining. Total giving in 1990 was over $107 million. Grant approvals totaled $228,000,000. Hartford Seminary Foundation received a three-year $657,162 grant for a leadership education program for church and ecumenical executives to enhance historical and social context in which they work. Luther Northwestern Theological Seminary, St. Paul, was awarded a three year $210,000 grant to develop theological study across disciplines offered to build leadership in ministry curriculum. **Publications:** *Grant-making Portfolio*; *Progressions: A Lilly Endowment Occassional Report*; annual report; informational brochure; program policy statement; application guidelines. Write John M. Mutz, President.

JOHN D. AND CATHERINE T. MACARTHUR FOUNDATION
140 South Dearborn Street, Chicago, IL 60603
Phone: (312) 726-8000

Grantmaking programs include education, international peace and security, world environment/resources, special grants and the MacArthur Fellows Program for exceptionally creative individuals in any discipline. Giving in 1989 exceeded $117,000,000. Recipients include the American Indian Higher Education Consortium, Rosebud, SD, and numerous Chicago community development organizations for leadership training programs. **Publications:** Annual report; program policy statement; application guidelines; informational brochure.

CHARLES STEWART MOTT FOUNDATION
1200 Mott Foundation Building, Flint, MI 48502-1851
Phone: (313) 238-5651

The Mott Foundation supports community improvement through grants for, among other programs, training in and improving practices of leadership. Mott is a pioneer in community education concept. Total giving in 1990 was $43,500,000. Educators for Social Responsibility received $70,000 to hold the Soviet Teacher Leadership Institute, Teaching for Democracy and Social Responsibility in Flint, MI. The Institute of International Education was awarded $75,000 for the community college component in a program to provide short-term, mid-career training in the U.S. to South African community leaders. Southport Institute for Policy Analysis received $130,000 to advocate and develop recommendations for an effective federal government leadership role in addressing the chronic problem of adult literacy. **Publications:** Annual report;

newsletter; financial statement; program policy statement; *1992 Guide to Community Education Resources*. Write to Judy Samelson, Vice President, Communications.

THE PEW CHARITABLE TRUSTS
Three Parkway, Suite 501, Philadelphia, PA 19102-1305
Phone: (215) 568-3330

Leadership development and training grants are awarded nationally to organizations for programs in conservation and the environment, critical national cultural issues, education, religion and youth services. In the Philadelphia area, grants are awarded for community development programs. In 1989, total giving was $137,083,529. The University of Dubuque Theological Seminary received a $60,000 two-year grant to develop the Rural Church Leadership Education and Research Program. **Publications:** Annual report; grants list; occassional report; informational brochure.

THE ROCKEFELLER FOUNDATION
1133 Avenue of the Americas, New York, NY 10036
Phone: (212) 869-8500

Grants and fellowships are awarded to promote the well-being of mankind throughout the world. Science-based, international development in agriculture, health, population science, arts, humanities and equal opportunity activities are the recipients. 1989 giving was $65,717,663. The foundation's Study and Conference Center in Bellagio, Italy, is available for conferences and brief residences. San Diego City Schools received $25,000 toward development of a demonstration leadership academy. **Publications:** Annual report; program policy statement; informational brochure; application guidelines.

ASSOCIATIONS, INSTITUTES & OTHER ORGANIZATIONS

AMERICAN HUMANICS
4601 Madison Avenue, Kansas City, MO 64112
Phone: (816) 561-6415

Individuals, corporations and foundations comprise a membership of 1500. Members support work in preparing individuals for professional leadership. A major thrust is support and leadership for co-curricular program on 15 campuses. American Humanics also sponsors field trips, workshops and career counseling services. **Publications:** *Humanics Journal* (quarterly); brochures.

ASSOCIATION OF LEADERSHIP EDUCATORS
c/o Elizabeth Bolton, 3041 McCarty Hall, Institute of Food and Agricultural Sciences, University of Florida, Gainesville, FL 32611-0130
Phone: (904) 392-1987 FAX: (904) 392-8196

ALE goals are: (a) to strengthen the leadership skills and competencies of professional educators who work to develop the leadership capabilities of others, and (b) to strengthen and broaden the knowledge base which supports research, teaching and extension programs in leadership. These goals reflect the needs of professionals in teaching, research and extension programs in public and private institutions of higher education and in the corporate sector. **Publications:** Quarterly newsletter; published proceedings. **Meetings:** Annual conference.

CATALYST

250 Park Avenue South, New York, NY 10003
Phone: (212) 777-8900

A research and advisory organization, Catalyst helps corporations foster the career and leadership development of women. It works on issues resulting from women's massive entry into the work force—issues such as child care, relocation, parental leave and barriers to women's progress in corporations. It helps organizations locate qualified women for board directorships. The Catalyst Information Center is a major national clearinghouse for information on the career and leadership development of women. The Center's collection features books, periodicals, studies and vertical files on various topics ranging from mentoring to flexible benefits. **Publications:** *Perspective on Current Corporate Issues*; research reports; other.

THE CATHOLIC HEALTH ASSOCIATION OF THE UNITED STATES

4455 Woodson Road, St. Louis, MO 63134-0889
Phone: (314) 427-2500 FAX: (314) 427-0029

CHA offers a document/program bridging the fundamental values of Catholic healing tradition and leadership in a Catholic healthcare organization. Included are principles of adult learning and faith development, dynamics of organizational change and development, individual leadership development, and key theological themes. **Publications:** *Healthcare Leadership: Shaping a Tomorrow*; other books; *Great Questions: Great Opportunities* (videotape); resource guide. **Meetings:** Healthcare Leadership: Shaping a Tomorrow: Putting Theory into Practice.

CENTER FOR CREATIVE LEADERSHIP

One Leadership Place, P.O. Box 26300, Greensboro, NC 27438-6300
Phone: (919) 288-7210 FAX: (919) 288-3999

CCL is an international nonprofit educational institution founded in 1970 in Greensboro, North Carolina, with branches in San Diego, Colorado Springs and Brussels. Its mission is to encourage and develop creative leadership and effective management for the good of society overall. With a staff of 288, it accomplishes this mission through research, training, and publication—with emphasis on the widespread, innovative application of the behavioral sciences to the challenges facing the leaders of today and tomorrow. Through research, it develops models of managerial practice. Through training programs, it applies these models as guides for assessment and development. **Publications:** *Issues & Observations* (quarterly); technical reports; special reports; proceedings; sourcebooks; audio and video tapes; directories of programs and products.

CENTER FOR EFFECTIVE ORGANIZATIONS

School of Business Administration, University of Southern California, Los Angeles, CA 90089-1421
Phone: (213) 743-8765 FAX: (213) 745-6375

The Center conducts intensive studies of key management issues, organizational diagnosis, and experimental programs with corporate sponsors. It brings together researchers and organizations for the joint exploration of pivotal management issues. Its objective is to bridge the gap between theory and practice of design and management of work organizations. Areas of interest include leadership, labor/management relations, organizational development and design, work design, employee involvement, and reward systems. Research results are published in professional journals. **Publications:** *Strategic Pay*; *Complexity in High Technology Organizations*; report series; annual report. **Meetings:** Human Resource Executive Seminar (annual); Flatter Organizations Conference; Corporations in the 1990s.

CENTER FOR LEADERSHIP DEVELOPMENT

American Council on Education, One Du Pont Circle, 8th Floor, Washington, DC 20036
Phone: (202) 939-9420

Professional development seminars on decision making and academic leadership are designed for leaders in higher education. Programs are conducted for presidents, vice presidents, academic deans and other senior administrators. Programs use speakers, seminars, case studies, simulations, and small group discussions covering concerns and issues in academic leadership.

CENTER FOR VALUE BASED LEADERSHIP

532 Stonehaven Road, Dayton, OH 45429
Phone: (513) 298-7783 FAX: (513) 298-3040

The Center sponsors programs, provides guidance and coaching to help individuals and organizations build leadership characteristics and skills that allow them to put their chosen values into action. Programs are designed to help leaders gain confidence and wisdom through self-discovery. A wholistic approach implements cognitive/intellectual strategies combined with physical, creative and emotional aspects of the learning experience. **Publications:** Newsletters. **Meetings:** The Spiritual Dimension: The Key to Visionary Leadership; Women in Leadership; Building a Quality Culture; other seminars.

CONFERENCE BOARD

845 Third Avenue, New York, NY 10022
Phone: (212) 759-0900

An independent nonprofit research organization with a staff of 250, Conference Board is supported by more than 2700 subscribing members including business and industrial concerns, universities, libraries, trade associations, labor unions, government agencies and nonprofit organizations. Areas of interest include economics, management and organization. Services include (a) collection and analysis of strategic business data; (b) forums for business leaders to exchange information; (c) publications; (d) conferences;

and (e) an information service. A Canadian affiliate, Conference Board in Canada, is located in Ottawa and a European affiliate, Conference Board Europe, is located in Brussels. **Publications:** *Across the Board* (10 times a year).

CREATIVE EDUCATION FOUNDATION
1050 Union Road, Buffalo, NY 14224
Phone: (716) 675-3181 FAX: (716) 675-3209

The foundation encourages and stimulates creativity in learning and decision making through conferences, public programs, contract education, periodicals, book sales and consulting. It has a library of 2500 volumes and 1500 doctoral dissertations on microfiche. **Publications:** *Creativity in Action* (monthly); *Journal of Creative Behavior* (quarterly); other. **Meetings:** Creative Problem Solving Institute (annual); Creativity, Innovation and Entrepreneurship Conference (annual); Presidents of Creative Associations Convocation (annual).

EDUCATIONAL LEADERSHIP PROGRAM
1060 Park Avenue, New York, NY 10128-1033
Phone: (212) 534-2904

Created in 1984 as a special program of the Christian A. Johnson Endeavor Foundation, the Educational Leadership Program conducts its own programs, sponsors research and offers consultation to institutions and organizations. It provides academic leaders in both schools and colleges with continuing opportunities to renew their vision and to reflect upon their institution's mission and value to society. In addition to week-long seminars, the program also sponsors papers and research projects on leadership themes.

GLOBAL INTUITION NETWORK
University of Texas at El Paso, P.O. Box 614, University Station, El Paso, TX 79968
Phone: (915) 747-5227

GIN promotes the applied use of intuition in decision making, shares new knowledge on how to use this brain skill as it becomes known and promotes ongoing research on intuitive processes for practical use in organizations. Focus is global, interdisciplinary, practical as well as academic and on all educational levels. Through support of The Charlson Research Foundation, the Network created a computerized membership totaling over 5000 and established a worldwide computerized message system. **Publications:** *Intuition in Organizations: Leading and Managing Productively*; other books; *The Global Intuition Network* (semiannual); instructional materials; video tape. **Meetings:** International Conference on Intuitive Decision Making in Organizations.

THE ROBERT K. GREENLEAF CENTER
1100 West 42nd Street, Suite 321, Indianapolis, IN 46208
Phone: (317) 925-2677

The Center's mission is to fundamentally improve the caring and quality of all institutions through a new approach to leadership, structure and decision making. The servant-leader concept emphasizes: (a) increased service to others; (b) a holistic approach to work; (c) promoting a sense of community; and (d) the sharing of power in decision making. **Publications:** *The Servant Leader* (quarterly); *The Servant as Leader*; other books; essays; video tapes; audio tapes. **Meetings:** Conferences; workshops; symposia.

HAAS CENTER FOR PUBLIC SERVICE

P.O. Box Q, Stanford, CA 94309
Phone: (415) 723-0992 FAX: (415) 725-7339

Haas Center provides opportunities for students to increase their effectiveness as leaders in public service work. In addition to leadership courses and development workshops, the organization sponsors intern programs and fellowships. Students conduct research on and actively serve in projects concerning education, homelessness, the environment, local governments, national public policy, international development, South African issues and events and the development of women leaders. **Publications:** *Academic Study and Public Service: Making the Connections*; *Linking Service with Academic Study: The Faculty Role*; annual report. **Meetings:** You Can Make a Difference (annual conference).

IC^2 INSTITUTE

University of Texas at Austin, 2815 San Gabriel, Austin, TX 78705
Phone: (512) 478-4081

This institute is a major research center for the study of innovation, creativity and capital. Key research and study concentrations include creative and innovative management, entrepreneurship, technology transfer, management of technology, measuring the state of society, and evaluation of attitudes and opinions on key issues. **Publications:** Monographs; policy papers; research articles; books. **Meetings:** Conferences; workshops.

INDEPENDENT SECTOR

1828 L Street, N.W., Washington, DC 20036
Phone: (202) 223-8100

Over 850 members include corporations, foundations and national volunteer organizations. Goals are: (a) to preserve and enhance our national tradition of giving, volunteering and not-for-profit initiatives; (b) to educate the public about the role of the independent nonprofit sector; and (c) to conduct research on the independent nonprofit sector and its usefulness to society. **Publications:** *Immeasurable Returns* (quarterly); *Memo to Members*; *Government Relations Information and Action*; annual report. **Meetings:** Annual conference.

INROADS, INC.

1221 Locust Street, Suite 800, St. Louis, MO 63103
Phone: (314) 241-7488 FAX: (314) 241-9325

INROADS develops and places talented minority youths in business and industry and prepares them for corporate and community leadership. Over 4500 black, Hispanic and Native American Indian high school and college students with 3.0 or better grade-point averages receive internships with over 700 corporate sponsors nationwide. Professional training seminars include time management, business presentation skills, team building and decision making. In 1991, INROADS received a LIFT Award from the U.S. Department of Labor in recognizing initiatives that enhance the quality of the American workforce. **Publications:** *Annual Report*; *INROADS Newsletter* (quarterly) **Meetings:** Quadrennial National Student Training Institute; annual meeting.

INSTITUTE FOR CASE DEVELOPMENT AND RESEARCH

Simmons College, Graduate School of Management, 409 Commonwealth Avenue, Boston, MA 02215
Phone: (617) 536-8329

The Institute develops and distributes case studies on issues and problems in the management of a variety of fields. All case studies feature women managers. Areas addressed include organizational behavior, career planning and development, leadership, minority women in management, and stress management. **Publications:** *Bibliography of Cases on Women in Management* (revised annually).

INSTITUTE FOR CONSERVATION LEADERSHIP

2000 P Street, N.W., Suite 413, Washington, DC 20036
Phone: (202) 466-3330 FAX: (202) 659-3897

The mission of the Institute is to train and empower volunteer leaders and to build volunteer institutions that protect and conserve the earth's environment. A network of trainers across the country offers programs on board development, individual leadership training and executive director training. The Institute is committed to broadening the base of environmental protection as well as the depth of commitment.

INSTITUTE FOR EDUCATIONAL LEADERSHIP

1001 Connecticut Ave, N.W., Suite 310, Washington, DC 20036
Phone: (202) 822-8405 FAX: (202) 872-4050

Programs at national, state and local levels support and enhance the capabilities of educators and policy makers. The Institute acts as an educational forum for information exchange among government, nonprofit and business sectors. Seminars are designed to train education leaders in federal policy processes. **Publications:** Triennial newsletter; policy reports. **Meetings:** Washington Policy Seminars.

KANSAS STATE UNIVERSITY CENTER FOR LEADERSHIP

Department of Management, College of Business Administration, Calvin Hall, Manhattan, KS 66506
Phone: (913) 532-6296

The Center was founded in 1990 to meet the needs of the academic community, the state and local business communities. It is designed to encourage an interdisciplinary approach to leadership issues and to foster communication and collaboration among faculty and staff interested in leadership. Currently, the Center offers programs on total quality management. Plans for the future include grants to fund research on leadership.

MERSHON CENTER

Ohio State University, 199 West 10th Avenue, Columbus, OH 43201
Phone: (614) 292-1681

As part of an ongoing interest in citizenship education, the Mershon Center has launched a new program, Preparing Youth for Leadership in a Global Age, to explore how America develops the leadership capability of its youth. They have completed a nationwide survey of leadership development programs for young people, and will host conferences on leadership development. **Publications:** *Preparing for Leadership*; *Directory of Youth Leadership Programs*.

MILITARY PSYCHOLOGY AND LEADERSHIP

College Militaire Royal de Saint-Jean, Saint Jean, Quebec, Canada JOJ 1RO
Phone: (514) 358-6556 FAX: (514) 358-6799

This organization's objective is to become a resource center on leadership for the Canadian Forces. Four projects are currently measuring and assessing the basic military leadership dimensions in the Canadian Forces. Leandre Maillet is creating the Centre de recherche et d'expertise en Leadership, to study and project new leadership abilities for the year 2000. **Publications:** Papers and communications within the Canadian Forces.

MILLER CENTER OF PUBLIC AFFAIRS

The University of Virginia, 2201 Old Ivy Road, P.O. Box 5106, Charlottesville, VA 22905
Phone: (804) 924-7236

The Miller Center is a nonprofit research institute dedicated to scholarship on the American presidency and the enhancement of the structure and functioning of that office. As the only university-based institution with an exclusive, nonpartisan focus, the Miller Center brings together academics and public servants, to serve the scholarly community, the government and the public. Research programs cover the institution of the presidency, domestic and foreign policy issues concerned with presidential governance. Five commissions study and make recommendations on presidential disability, presidency and science advising, the presidency and the press, the presidential nominating process, and presidential transitions and foreign policy. **Publications:** *Presidential portraits*; *Miller Center report* (quarterly); over 150 scholarly books; research reports. **Meetings:** Miller Center Forums; Monticello Conversations; Rotunda Lectures.

MINNESOTA LEADERSHIP EDUCATORS' NETWORK

c/o Misty Baker, 7260 East Cord Road, Cloquet, MN 55720
Phone: (218) 879-3987

MILEN is an informal group of professionals interested in leadership and its development. Regional leadership educators involved in community, family, youth, academic, private and public sector meet to share resources, sources and training. **Meetings:** Annual conference.

NASSP DIVISION OF STUDENT ACTIVITIES

National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091
Phone: (703) 860-0200 FAX: (703) 476-5432

NASSP is a resource center for materials relating to leadership and leadership training at the secondary school level. It develops and distributes leadership training resources and guides for secondary school use. **Publications:** *Leadership for Student Activities* (monthly).

NATIONAL ASSOCIATION FOR COMMUNITY LEADERSHIP

One Jackson Square, 233 McCrea Street, Suite 501, Indianapolis, IN 46225
Phone: (317) 637-7408 FAX: (317) 637-7413

Community Leadership strengthens and transforms communities in America. Members include hundreds of local and state community leadership programs and their alumni groups. Community Leadership creates, gathers and distributes information, provides training, creates systems of communication and works with local organizations. It acts as a clearinghouse responding to requests for advice and examples of successful programs. **Publications:** *How to Develop a Community Leadership Organization*; *Exploring Leadership*; *A Colorful Quilt: The Community Leadership Story*; *Leadership News* (quarterly); brochure. **Meetings:** Annual conference; seminars.

NATIONAL CENTER FOR NONPROFIT BOARDS

2000 L Street, N.W., Suite 411, Washington, DC 20036
Phone: (202) 452-6262 FAX: (202) 452-6299

NCNB's mission is to improve the effectiveness of nonprofit organizations by strengthening their boards of directors. The Board Development Consultation Service helps nonprofits design and conduct workshops and retreats. The Board Information Center provides advice and referrals. Programs include Basic Board Responsibilities, Board-Executive-Staff Relations, Board Self-Assessment and Board Building. **Publications:** *Governance Matters* (quarterly); booklets; texts; audio tapes; resource kit. **Meetings:** Members' forums; fundraising forums.

NATIONAL FORUM FOR BLACK PUBLIC ADMINISTRATORS

777 North Capitol Street, N.E., Suite 801, Washington, DC 20002
Phone: (202) 408-9300 FAX: (202) 408-8558

NFBPA develops specialized training for black managers and executives in public administration. The Executive Leadership Institute grooms mid-level executives for higher positions in government. The Mentor program matches aspiring black managers with seasoned executives over an eight-month period. The Leadership Institute for Small Municipalities provides intensive training for elected and appointed officials from small communities. Jobs hotline outside Washington, DC, is (800) 55-FORUM; in Washington, DC, it's (202) 39-FORUM. **Publications:** *The Forum* (quarterly); newsletter; membership directory (semiannual); *Resource Guide* (annual). **Meetings:** Annual conference.

NATIONAL HISPANIC LEADERSHIP CONFERENCE
2727 Morgan Street, Corpus Christi, TX 78405
Phone: (512) 882-8284

Hispanic leaders from the public, private and community sectors meet to enhance Hispanic participation in the economic, political and social mainstream of society. NHLC seeks to increase awareness of Hispanic needs and issues and to influence public policy. Methods include fostering unity within the Hispanic community, joint action, setting priorities and an action agenda. Issues include drug abuse and educational awareness, free trade with Mexico and development of a common market of the Americas. **Meetings:** Quadrennial conference.

NATIONAL SOCIETY FOR INTERNSHIPS AND EXPERIENTIAL EDUCATION
3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229
Phone: (919) 787-3263

As a community of individuals, institutions and organizations, NSIEE is committed to fostering the effective use of experience as an integral part of education, in order to empower learners and promote the common good. Its goals are: (a) to advocate for the use of experiential learning throughout the educational system and the larger community; (b) to enhance the professional growth and leadership development of its members; (c) to disseminate information on principles of good practice and on innovations in the field; (d) to encourage the development and dissemination of research and theory related to experiential learning. **Publications:** *Experiential Education* (bimonthly); *The National Directory of Internships*; *Combining Service and Learning: A Resource Book for Community and Public Service*; other books; resource papers; occasional papers. **Meetings:** Annual conference.

NATIONAL YOUTH LEADERSHIP COUNCIL
1910 West County Road B, Roseville, MN 55113
Phone: (612) 631-3672 (800) FON-NYLC FAX: (612) 631-2955

NYLC develops programs and supports individuals, organizations and communities that encourage youth service and leadership. National Service-Learning Initiative Project provides training, curriculum materials and model programs to interested schools, community centers and youth organizations. National Indian Youth Leadership Project and Leadership in Action Program are tailored to community needs. Service-Learning Teacher Institute provides schools and educators with training to lead service-oriented teens. **Publications:** *Generator* (3 times a year); *Growing Hope: Sourcebook on Integrating Youth Service into the School Curriculum*; *Collaborators: Schools and Communities Working Together for Youth Service*. **Meetings:** Annual conference.

PRINCETON CENTER FOR LEADERSHIP TRAINING
12 Vandeventer Avenue, Princeton, NJ 08542
Phone: (609) 497-4870 FAX: (609) 497-4879

Comprehensive long-term training programs prepare educators, parents and students to create a learning environment where students are motivated to remain in school, improve their academic performance and learn skills that will help them to lead successful satisfying lives as adults. Leadership teams work collaboratively to identify, assess, plan and implement solutions to problems that limit student progress. The Princeton Center's programs are designed to reduce isolation, foster communication, improve morale, increase competence and build confidence in all members of the school community. Peer Group Connection high school seniors serve as positive role models for groups of incoming freshmen. Other programs include Teacher Professional Development and Parent Involvement Corps. **Publications:** *Partners*

PUBLIC LEADERSHIP EDUCATION NETWORK

2001 O Street, N.W., Washington, DC 20036
Phone: (202) 872-1585

Members are 16 women's colleges working together to educate women for public leadership positions. PLEN sponsors seminars and public policy internships. **Publications:** *PLEN Newsletter* (semiannual); *Learning to Lead*; *Wingspread Report: Educating Women for Leadership*. **Meetings:** Annual seminars.

REFLECTIVE LEADERSHIP CENTER

Hubert H. Humphrey Institute of Public Affairs, University of Minnesota - Twin Cities, 301 19th Avenue South, Minneapolis, MN 55455
Phone: (612) 625-7377 FAX: (612) 625-2351

RLC aims: (a) to explore the nature of leadership; (b) to empower people and communities to construct, assess and implement visions of a humane society; (c) to present diverse, multicultural images of leadership; and (d) to enable people from many backgrounds to develop leadership skills. Participants from around the world attend programs on leadership in public policy, ethics, leadership in education, women in leadership, leadership of black women and leadership in the arts. RLC is committed to developing programs that model diversity in their faculty and explore that complexity in their curriculum. **Publications:** Unpublished papers.

THE SOCIETY FOR NONPROFIT ORGANIZATIONS

6314 Odana Road, Suite 1, Madison, WI 53719
Phone: (608) 274-9777

Members are leaders, board members, volunteers, and others who serve nonprofit organizations. Purpose is: (a) to provide a forum for the exchange of information, knowledge, and ideas on strengthening and increasing productivity within nonprofit organizations and (b) to promote collaboration among their leaders. The Society provides education and training programs and offers professional support services. Members are eligible for group discounts on long distance (AT&T), health insurance, travel and other services. **Publications:** *Nonprofit World* (bimonthly); *Nonprofit Leadership and Management Series*.

WILDERNESS EDUCATION ASSOCIATION

20 Winona Avenue, Box 89, Saranac Lake, NY 12983
Phone: (518) 891-2915

WEA promotes the professionalism of outdoor leadership to improve the safety of outdoor trips and enhance the conservation of the wild outdoors. Strategies to achieve professionalism include the National Standard Program (NSP) for Outdoor Leadership

Certification, accreditation, affiliation, membership, program consulting, and research. NSP month-long expeditions cover an 18-point curriculum of outdoor leadership education. Participants learn judgment and decision making, group dynamics, wilderness skills, environmental ethics and emergency procedures. Twenty universities are accredited for NSP instruction. WEA coordinates a national outdoor communications network. **Publications:** *The wilderness educator: The WEA curriculum guide*; newsletter (quarterly). **Meetings:** Annual conference.

VII. INDEX

Contents

Subjects, Names and Institutions 625

Bibliography Authors 646

6.7

SUBJECTS, NAMES AND INSTITUTIONS

ABILENE PARADOX
Bibliography:
Harvey, Abilene paradox and, 474

ACADEMIC LEADERSHIP PROGRAM
Course or Program:
Prince-Jepson School of Leadership, 211
Romine-Univ of S Carolina Spartan, 216
Lowance-Smith College (MA), 277
McCluskey-The Washington Center, 329
Resource Persons:
Hartford, Thomas F., 567
Micas, Stephanie S., 580

ACHIEVEMENT MOTIVATION
Bibliography:
Kelly, Interrelationship of ethics, 479
McClelland, Power: The inner, 483

ACTION LEARNING
Bibliography:
Marsick, Developing leadership, 485
Argyris, Increasing leadership, 487

ADULT EDUCATION
Bibliography:
Lewis, Experiential and simulation, 504

AGRICULTURAL LEADERSHIP
Course or Program:
Safrit-Ohio State University, 47
Dillon-Univ of Nebraska-Lincoln, 110
Bibliography:
Heasley, Directory of state-wide, 494
Resource Persons:
Blezek, Allen G., 459
Hagarty, Jack, 565
Malloy, Nancy Bushwick, 576
Smith, Keith L., 593
See Also Rural Leadership

ALEXANDER, MARIANNE
Course or Program:
Public Leadership Education Network, 327

AMBIGUITY
Bibliography:
Cohen, Leadership & ambiguity, 455
McCaskey, Executive challenge, 476
March, Ambiguity and command, 478

AMERICAN INDIANS
Bibliography:
Jules, Native Indian leadership, 427
Lewis, Leadership characteristics, 488
See Also Minority Leadership

ANDROGYNY
See Gender

ANTHOLOGIES
Bibliography:
Frost, Organizational reality, 438
Kolb, Organizational psychology, 439
Natemeyer, Classics of, 440
Ijiri, New directions in creative, 475
Srivastva, Executive integrity, 481
See Also Leadership - Anthologies

ANTHROPOLOGY
Bibliography:
Lantis, Two important roles in, 436

ANTILEADERSHIP VACCINE
Bibliography:
Gardner, The antileadership vaccine, 407

APPALACHIA
Bibliography:
Gaventa, Power & powerlessness, 414

ASSESSMENT
Bibliography:
Clark, Measures of leadership, 399
Arter, Assessing leadership and, 500
Peters, Human resource dev instrument, 506
Kroeger, Type talk, 512
See Also Leadership Assessment

ASSESSMENT, COMPUTER
Bibliography:
Krug, Psychware sourcebook, 504

AUSTIN PEAY STATE UNIVERSITY
Course or Program:
Rudolph-Emerging Leaders Program, 151

AUTHENTICITY
Instruments:
Leader Authenticity Scale, 343

AVOLIO, BRUCE J.
Course or Program:
SUNY at Binghamton, 284

AWARDS
See Service Awards

BALDERSON, JACK V.
Course or Program:
Robert Morris College (PA), 187

BARTLE-SCHULWEIS, KATHLEEN
Course or Program:
University of Southern California, 127

BEAVEN, MARY H.
Course or Program:
Fairleigh-Dickinson University (NJ), 175

BEHAVIORAL PSYCHOLOGY
Exercises:
Management Perspectives, 374
Bibliography:
Davis, Defining and researching, 392
Latham, Behavioral strategies to, 464
Ashour, Leader influence through, 481

BEJOIAN, LYNNE
Course or Program:
University of Southern California, 127

BENNIS, WARREN
Bibliography:
Bennis, John E. Jones interviews, 407

BERTE, NEAL R.
Course or Program:
Birmingham-Southern College (AL), 168

BIGGS, JUDI
Course or Program:
University of Southern California, 127
University of Southern California, 130

BIOGRAPHY
Course or Program:
Warren-Austin Peay State University, 162
Bibliography:
James, Command crisis: MacArthur, 413
Schwartz, George Washington and, 413
De Gaulle, Edge of the sword, 414
Keegan, Mask of command, 414
Mansfield, Machiavelli's new, 415
Simonton, Presidential style, 417
Sheehy, Character: America's, 420
Blumenson, Many faces of George, 421
Burns, Roosevelt: The lion & the, 422
Caro, Power broker: Robert Moses, 422
Caro, Years of Lyndon Johnson, 422
Erikson, Gandhi's truth, 422
Van Gelder, Carol Gilligan, 422
Freeman, Lee's lieutenants, 423
Gilbert, Westering man: Life of, 423
Greenstein, Hidden-hand presidency, 423
Halberstam, Best & the brightest, 423
Iacocca, Iacocca: An autobiography, 423
Kearns, Lyndon Johnson and the, 423
Lansing, Endurance, 423
Little, Autobiography of Malcolm X, 424
Manchester, Last lion, 424
McFeely, Grant: A biography, 424
Morgenthau, Essays on Lincoln's, 424
Oates, Let the trumpet sound, 424
Schlesinger, Robert Kennedy & his, 424
Scott, Scott's last expedition, 425
Terrill, Mao: A biography, 425
Williams, Huey Long, 425
Barber, Women leaders in American, 430
LeVeness, Women leaders in politics, 433
Levinson, CEO: Corporate leader, 450
Marcus, Minding the store, 450
Manchester, American Caesar, 457
Doig, Leadership & innovation, 460
Kets de Vries, Prisoners of, 468
Barnes, Charisma & religious, 470
Fernald, The underlying relation, 475
Films & Videos:
Churchill: Voice of a lion, 520
Five presidents on the presidency, 523
In remembrance of Martin, 524
Leaders of the 20th century, 525
Nixon: Checkers to Watergate, 529
TR and his times, 532

BIRMINGHAM-SOUTHERN COLLEGE
Course or Program:
Berte-Center for Leadership Studies, 168

BLACK LEADERSHIP
Course or Program:
Lyles-The Johns Hopkins University, 259
Bibliography:
Meier, On the role of Martin, 421
Little, Autobiography of Malcolm X, 424
Davis, Status of Black leadership, 426
Nance, The Black community, 428
King, Why we can't wait, 432
Morrison, Black political, 434
Resource Organizations:
National Forum for Black Public Adm, 619

BLACK, HUGO
Films & Videos:
Justice Black and the Bill of Right, 525

BOARDS
Bibliography:
Greenleaf, Servant leadership, 410
Resource Persons:
Vickers, Donn F., 597

BOATMAN, SARA A.
Course or Program:
Nebraska Wesleyan University, 30

BOLTON, ELIZABETH B.
Course or Program:
University of Florida, 98

BOOTHE, DAVID M.
Course or Program:
Ohio State University, 305

BREEZE-MEAD, ALISON
Course or Program:
Kennesaw State College (GA), 178

6.5

BUCCI, FRANK A.
Course or Program:
  Kutztown University (PA), 17

BUSINESS
Bibliography:
  Kidder, Soul of a new machine, 449

BUSINESS ETHICS
Bibliography:
  Westin, Management dilemmas, 413
  Bick, Business ethics and, 480
  Srivastva, Executive integrity, 481
See Also Leadership Ethics
See Also Organizational Ethics

BUSINESS EXECUTIVES
Bibliography:
  Levinson, Executive, 403
  Bernard, Functions of an executive, 426
  Morrison, Breaking the glass, 434
  Bruce, Intuitive pragmatists, 447
  Drucker, Changing world of the, 448
  Drucker, Effective executive, 448
  Geneen, Managing, 448
  Kotter, General managers, 449
  Maccoby, Gamesman: The new, 456
  McCall, Off the track, 469
  Gilmore, Making a leadership change, 488
  McCall, Lessons of experience, 489

BUSINESS LEADERSHIP
Course or Program:
  Cushman & New-Loyola University (LA), 23
  Beaven-Fairleigh Dickinson Univ (NJ), 175
  McCarthy-Purdue University, 183
  Vicere-Pennsylvania State University, 271
Exercises:
  Turnaround--A Business Simulation, 382
  Vice President's In-Basket, 384
Bibliography:
  Barnard, Functions of an executive, 397
  Rothberg, Insecurity & success, 405
  Vaill, Managing as a performing art, 406
  Iacocca, Iacocca: An autobiography, 423
  Cohen, Tender power, 431
  Helgesen, The femal advantage, 431
  Loden, Feminine leadership, 433
  Russell Reynolds-Men, women, and, 434
  Catalyst, Women in corporate America, 439
  Daniels, Realistic leadership, 448
  Kotter, Leadership factor, 449
  Levinson, CEO: Corporate leader, 450
  Marcus, Minding the store, 450
  Pascale, The art of Japanese, 451
  Peters, In search of excellence, 451
  Ruch, Image at the top, 451
  Vicere, Break the mold, 486
Films & Videos:
  Choosing to lead, 520
  Citizen Kane, 520
  Enterprise, 522
  The leader within with Warren Bennis, 525
  The leadership alliance, 525
  Leading a service team, 527
Resource Persons:
  Copestick, Kevin J., 555
  Cotroneo, Keith, 555
  Cushman, Michael, 556
  Dennis, Donna, 558
  Feinberg, Richard, 561
  Harral, Harriet, 566
  Harris, Philip R., 566
  Heifetz, Ronald A., 568
  Lyles, Carol, 575
  Morrison, David, 581
  Nestor, David, 583
  New, J. Randolph, 583
  Robbins, Shelley, 587
  Rosenbach, William E., 589
  Shively, Robert W., 592
  Tolley, Jerry R., 596
  Vicere, Albert A., 596
  Walling, H. Griffin, 597
  Whitney, Constance C., 600
Resource Organizations:
  Conference Board, 614

BUTLER UNIVERSITY (IN)
Course or Program:
  Smith-Experiential Prg for Principals, 237

BUTLER, JOHN
Course or Program:
  Austin Peay State University (TN), 163

CAMPBELL, RICHARD J.
Course or Program:
  New York University, 34

CAREER DEVELOPMENT
Course or Program:
  Clay-Salisbury State University (MD), 191
Instruments:
  Assessing Styles of Career Manage, 337
  BENCHMARKS, 338
  Developmental Advising Inventory, 341
Bibliography:
  Lombardo, Great truths that may not, 395
  Josefowitz, Paths to power, 432
  Kanter, Men & women of the corp, 432
  Harris, High performance leadership, 468
  McCall, Off the track, 469
  McCall, Lessons of experience, 489
  McCauley, Developmental experiences, 490
  Kaplan, High hurdles, 511
Resource Persons:
  Dennis, Donna, 558
  Snodgrass, Wilder, 593
Resource Organizations:
  American Humanics, 612

CARTER, JIMMY
Bibliography:
  Cronin, State of the presidency, 418

CASE STUDIES
Bibliography:
  Westin, Management dilemmas, 413
  Astin, Women of influence, 430
  Helgesen, The female advantage, 431
  Rizzo, Integration of women in, 434
  Frost, Organizational reality, 438
  Guest, Organizational change, 438
  Hirschorn, Managing the new team, 444
  Kotter, A force for change, 449
  Garner, Leadership in human service, 461
  Kets de Vries, Prisoners of leaders, 468
  Kennedy, Power & responsibility, 483
  Champion, Critical incidents in, 487
  Pfeiffer, UA training technologies, 506
Films & Videos:
  The leadership alliance, 525
Resource Persons:
  Harpum, Richard, 566
Resource Organizations:
  Institute for Case Development & Resh, 617

CASE WESTERN RESERVE UNIV (OH)
Course or Program:
  Young-Mandel Center for Nonprofit, 239

CENTER FOR CREATIVE LEADERSHIP
Course or Program:
  Program Descriptions, 242
  Knott-Rotary Youth Leadership Camp, 318

CHAIRPERSON TRAINING
Bibliography:
  Welsh, A practical procedure for, 500

CHANGE MANAGEMENT
Course or Program:
  Change Inventory for Leaders, 240
  Center for Creative Leadership (NC), 247
  Farson-Western Behavioral Sciences, 292
Exercises:
  OurTown, 375
  The Organization Game, 375
  VMX Productions: Handling Resistance, 384
Bibliography:
  McWhinney, Alternative realities, 396
  Morgan, Riding the waves of change, 405
  Vaill, Managing as a performing art, 406
  Westin, Management dilemmas, 413
  Mueller, Leading-edge leadership, 436
  Connor, Managing organizational, 438
  Peters, Thriving on chaos, 451
  McCaskey, Executive challenge, 476
  Bisesi, Strategies for success, 478
  Wilson, Leadership for change, 499
  Egan, Change-agent skills A, 501
  Egan, Change-agent skills B, 502
Films & Videos:
  Leadership (Kotter), 525
  Leadership: Maximizing people poten, 526
  Leading the way, 527
Resource Persons:
  Copestick, Kevin J., 555
  Fillinger, Robert E., 561

CHARISMA
Bibliography:
  Krantz, Splitting of leadership, 395
  Cohen, Art of the leader, 399

CHARISMATIC LEADERSHIP
Bibliography:
  Willner, The spellbinders, 421
  Morris, The new breed of leaders, 464
  Odiorne, Competence versus passion, 465
  Barnes, Charisma & religious, 470
  Bass, The inspirational processes, 470
  Bass, Transformational leadership, 470
  Conger, Toward a behavioral theory, 470
  Graham, Servant-leadership in org, 470
  Hogan, How charisma cloaks incompet, 471
  Johnson, Dilemmas of charismatic, 471
  Kanungo, Dimensions of executive, 471
  Newman, Thoughts on superstars, 471
  Puffer, Attributions of charismatic, 471
  Bass, Leadership & performance, 472
  Conger, Charismatic leadership, 472
  Tommerup, Stories about an inspirin, 472
  Conger, Inspiring others, 473
  Schiffer, Charisma, 473

CHIEF EXECUTIVE OFFICERS
Course or Program:
  Harpum-FOCUS Management Development, 256
  Farson-Western Behavioral Sciences, 292
Bibliography:
  Friedman, Leadership succession, 448
  Geneen, Managing, 448
  Koestenbaum, Leadership: The power, 449
  Levinson, CEO: Corporate leader, 450
  Fisher, Leaders on leadership, 456
  Kaplan, Beyond ambition, 488
Resource Persons:
  Curry, Rex L., 556
  Smith, David C., 592

CHINA
Bibliography:
  Freedman, Mass line leadership, 413

CHURCH LEADERSHIP
See Religious Leadership

CHURCHILL, WINSTON
Bibliography:
  Manchester, Last lion, 424
Films & Videos:
  Churchill: Voice of a lion, 520
  The finest hours, 522

CITIES
See Community Leadership
See Urban Leadership

CITIZENSHIP
Resource Persons:
Grantz, Regina, 564
Strouse, Rhonda L., 594
Resource Organizations:
Mershon Center, 618

CIVIL RIGHTS
Bibliography:
Oates, Let the trumpet sound, 424
King, Why we can't wait, 432

CIVIL WAR
Bibliography:
Freeman, Lee's lieutenants, 423

CLAY, TERRY M.
Course or Program:
Salisbury State University (MD), 191

CO-LEADERSHIP
Bibliography:
Weiss, D-R model of coleadership, 443
Resource Persons:
Miller, Lorna, 580

COACHES AS LEADERS
Bibliography:
Curtis, Scrutinizing the skipper, 480

COACHING EMPLOYEES
Films & Videos:
Face to face: Coaching for improved, 522
See Also Mentoring

COALITIONS
Exercises:
Partnerships Exercises, 376
Tinkertoy Power, 382

COAST GUARD
See U. S. Coast Guard

COGNITIVE STYLE
Instruments:
Life Styles Inventory, 350
Success Style Profile, 359
Resource Persons:
Agor, Weston H., 545
Dale, Robert, 557

COLLEGE STUDENTS
Instruments:
Developmental Advising Inventory, 341
Self Assessment, 355
Student Leadership Practices Invent, 358
Exercises:
Student Activities Allocation, 380
Bibliography:
Levine, When dreams & heroes died, 457
Films & Videos:
Take me to your leaders, 531
See Also Student Leadership

COLUMBIA COLLEGE (SC)
Course or Program:
Thompson-Intro to Leadership Skills, 10

COMMUNICATION
Course or Program:
Boatman-Nebraska Wesleyan University, 30
Gotcher-Austin Peay State University, 151
Hellweg-Univ of Wisconsin-Stevens Pnt, 229
Farson-Western Behavioral Sciences, 292
Exercises:
Feedback Awareness: Skill Building, 370
The Far Side Exercise, 370
Hollow Square: A Communication Exper, 372
Vice President's In-Basket, 384
Bibliography:
Schrage, Shared minds, 445
Caroselli, Language of leadership, 473
Conger, Inspiring others, 473
Morton, Leadership, 473
Fisher, Getting to yes, 474
Hackman, Leadership: A communicatio, 474
Pearce, Communication, action &, 474
Miller, Connecting with self & othe, 513
Wilder, The presentation kit, 513
Films & Videos:
The image makers, 524
Resource Persons:
Caroselli, Marlene, 553
Harral, Harriet, 566
Rothschild, Phillip C., 590

COMMUNITY
Bibliography:
Bellah, Habits of the heart, 409
Weisbord, Productive workplaces, 442
Levine, When dreams & heroes died, 457

COMMUNITY COLLEGES
Exercises:
Leadership Style and Change Exercis, 373
Bibliography:
Elsner, Meeting the challenges, 484
Gardner, Leadership: The role of, 484
Resource Persons:
Chambers, Glen A., 553
Cotroneo, Keith, 555
Moore, David G., 581

COMMUNITY LEADERSHIP
Course or Program:
Stanton-Stanford University, 77
Goodman-Univ of Colorado-Boulder, 90
Bolton-University of Florida, 98
Butler & Hunt-Austin Peay State Univ, 163
Berte-Birmingham-Southern Coll (AL), 168
Avolio-SUNY at Binghamton, 284
Martin-Concordia College (MN), 300
Boothe-Ohio State University, 305
Langone-University of Georgia, 310
Miller-Univ of Wisconsin-Madison, 313
Alexander-Public Ldshp Educ Network, 327
Exercises:
OurTown, 375
Bibliography:
Alinsky, Rules for radicals, 417
Nance, The black community, 428
Lantis, Two important roles in, 436
Weiss, D-R model of coleadership, 443
Jones, Sustaining hand, 445
Shoemaker, A study of reputational, 445
Kahn, Organizing: A guide for, 446
Vance, Community leadership: A bib, 446
Zander, Effective social action, 446
O'Connell, Effective leadership, 462
Butler, Improving management, 491
Northeast Reg, Community leaders, 494
Resource Persons:
Bassett, Lois, 547
Boatman, Sara A., 549
Bonneau, Gilles A., 550
Brenegar, Edwin R., III, 551
Conrad, William R., Jr., 554
Curry, Rex L., 556
Fendt, Paul F., 561
Folsom, Clint, 562
Gear, Curtis E., 563
Goodstein, Tami, 564
Hagarty, Jack, 565
Hartley, Alex, 567
Martin, David K., 577
Rohrer, John, 588
Rossing, Boyd E., 589
Sharp, Sally, 591
Smith, Jim Arthur, 593
Walls, Wendell, 598
Wells, Ray, 599
Resource Organizations:
F. M. Kirby Foundation, 610
Hitachi Foundation, 610
W. K. Kellogg Foundation, 610
Charles Stewart Mott Foundation, 611
John E. & Catherine T. MacArthur Foun, 611
INROADS, Inc., 616
National Assoc for Community Leader, 619
See Also Extension Leadership

COMMUNITY SERVICE
Resource Organizations:
Robert K. Greenleaf Center, 615
Haas Center for Public Service, 616
National Youth Leadership Council, 620

COMPENSATION
Bibliography:
Von Glinow, Women in corporate Amer, 430

COMPETITION
Exercises:
Prisoners' Dilemma, 377
Tinkertoy Power, 382

COMPUTER CONFERENCING
Course or Program:
Farson-Western Behavioral Sciences, 292

COMPUTER FACILITATION
Bibliography:
Schrage, Shared minds, 445

CONCORDIA COLLEGE (MN)
Course or Program:
Martin-Concordia Leadership Center, 300

CONFERENCE MANAGEMENT
Bibliography:
Nadler, Comprehensive guide to, 505

CONFLICT MANAGEMENT
Exercises:
The Far Side Exercise, 370
Partnerships Exercises, 376
Bibliography:
Tjosvold, Working together, 442
Kormanski, Leadership strategies, 473
Likert, New ways of managing conflict, 474
Walton, Managing conflict, 474
Resource Persons:
Kindler, Herbert, 573
Meredith, Sam T., 579
Watson, Carol D., 598

CONGRESS
Films & Videos:
An act of congress, 519

CONSENSUS
Bibliography:
Ouchi, Theory Z, 450

CONTINGENCY APPROACHES
Bibliography:
Fiedler, Validation & extension, 392
Hunt, Contingency approaches to, 403
Blake, Theory & research for, 478

CONTINUING EDUCATION
Course or Program:
Murry-The Union Institute (CA), 288

CONTROL
Films & Videos:
Joshua in a box, 525

COOPERATION
Exercises:
Broken Squares: Nonverbal Prob Solv, 365
Prisoners' Dilemma, 377
Bibliography:
Tjosvold, Working together, 442

COURSE DESCRIPTION
Bibliography:
Ekpo-Ufot, A course in leadership, 491

CREATIVE PROBLEM SOLVING
Bibliography:
Schrage, Shared minds, 445
Parnes, Visionizing, 476
Fox, Effective group problem, 477
Moore, Group techniques for idea, 505
VanGundy, Creative problem solving, 508
Resource Persons:
Parnes, Sidney J., 584
Resource Organizations:
Creative Education Foundation, 615

CREATIVITY
Bibliography:
Doig, Leadership & innovation, 460
Fernald, The underlying relation, 475
Dyer, Bureaucracy vs. creativity, 476
MacKinnon, In search of human, 476
Parnes, Visionizing, 476
Moore, Group techniques for idea, 505
Films & Videos:
Dreaming, 521
You, 533
Resource Persons:
Bonneau, Gilles A., 550
Isaksen, Scott, 571
Resource Organizations:
Creative Education Foundation, 615

CREATIVITY IN LEADERSHIP
Bibliography:
Abshire, The leadership debate, 391
Morris, Innovation: The changing, 396
Perlman, Academic intrapreneur, 457
Ellis, Organizational leadership, 475
Ijiri, New directions in creative, 475
McCall, Conjecturing about creative, 475
Mink, Creative leadership, 475
Dyer, Bureaucracy vs. creativity, 476
McCaskey, Executive challenge, 476
Films & Videos:
Choosing to lead, 520
Resource Persons:
Isaksen, Scott, 571
Parnes, Sidney J., 584
Resource Organizations:
Center for Creative Leadership, 613

CREDIBILITY
See Leader Credibility

CRISIS
Exercises:
Can We Save Logo Motors?, 365
The Crisis Game, 366
Films & Videos:
The Koppel Report: The Blue X Conspir, 525
The Missiles of October, 528

CRITICAL INCIDENT METHOD
Bibliography:
Champion, Critical incidents in, 487

CULTURE
Exercises:
Doorfland, 369
Star Power, 380

CURRICULUM
Bibliography:
Perrin, National leadership training, 499
Resource Persons:
Blezek, Allen G., 549
Boatman, Sara A., 549
Brown, Patrick, 552
Dickson, Gary L., 559
Harriger, Katy J., 566
Hartford, Thomas F., 567
Micas, Stephanie S., 580
Raiola, Edward, 586
Sharp, Sally, 591
Resource Organizations:
American Humanics, 612

CUSHMAN, MICHAEL A.
Course or Program:
Loyola University (LA), 23

DAVIS, NATALIE
Course or Program:
Birmingham-Southern College (AL), 169

DAWSON, RICHARD L.
Course or Program:
Pepperdine University (CA), 53

DE GAULLE, CHARLES
Bibliography:
De Gaulle, Edge of the sword, 435

DECISION MAKING
Instruments:
Agor Intuitive Management Survey, 337
Exercises:
Can We Save Logo Motors?, 365
Choosing a Leadership Style, 366
The Crisis Game, 366
Desert Survival Situation, 367
Eco-Cyclix, 369
Led Like Sheep, 374
Subarctic Survival Situation, 381
Turnaround--A Business Simulation, 382
Vanatin: Group Decision Making, 383
Bibliography:
Dye, Who's running America?, 418
Halberstam, Best & the brightest, 423
Schrage, Shared minds, 445
Janis, Crucial decisions, 477
Janis, Groupthink: Psychological, 477
Vroom, Managing participation, 477
March, Ambiguity and command, 478
Vroom, Leadership & decision making, 478
Vroom, New leadership: managing, 478
Films & Videos:
Groupthink, 523
The Koppel Report: The Blue X Conspir, 525
The problem, 530
Resource Organizations:
Creative Education Foundation, 615
Global Intuition Network, 615

DECKER, LARRY
Course or Program:
University of Virginia, 138

DELEGATION
Exercises:
Delegation: Using Time & Resources, 367
Effective Delegation, 369
Vice President's In-Basket, 384
Films & Videos:
A case of working smarter, not harder, 520

DEMOCRACIES
Bibliography:
Gouldner, Studies in leadership, 400
Graubard, Excellence and leader, 410
Resource Persons:
Stunkel, Kenneth, 595

DERAILMENT (OF MANAGERS)
Bibliography:
Morrison, Breaking the glass, 434
Kets de Vries, Leaders who self, 464
McCall, What makes a top executive?, 465
McCall, Off the track, 469
Kaplan, Beyond ambition, 488

DILLON, ROY D.
Course or Program:
University of Nebraska-Lincoln, 110

DIVERSITY
Course or Program:
Biggs-Univ of Southern California, 127
Willis-University of Michigan, 205
Hallatt-University of Wisconsin, 230
Lyles-The Johns Hopkins University, 259
Exercises:
Doorfland, 369
Bibliography:
Appreciative management, 441
Films & Videos:
A tale of "O": On being different, 531
Valuing diversity, 532
Resource Persons:
Black, Laura F., 548
Chambers, Glen A., 553
Faron, Alice, 561
Kelly-Radford, Lily, 573
Lyles, Carol, 575
Marano, Rocco, 576
Meyer, Manu, 579
Resource Organizations:
Reflective Leadership Center, 621

DRAMA
Bibliography:
Durrenmatt, The visit, 409

DRURY, JACK
Course or Program:
North Country Community College (NY), 39

ECONOMIC DEVELOPMENT
Resource Persons:
Wight, Jonathan B., 600

ECONOMICS
Bibliography:
Jacobs, Cities & the wealth of, 447

EDELMAN, DEE
Course or Program:
New Vistas Consulting Group (NC), 262

EDUCATIONAL LEADERSHIP
Course or Program:
Watson-U of N. Carolina-Chapel Hill, 112
Schwab & Rex-Univ of South Carolina, 123
Decker-University of Virginia, 138
Smith-Butler University (IN), 237
Center for Creative Leadership (NC), 242
Instruments:
Educational Administrator Effectivene, 341
Humanistic Leadership Questionnaire, 342
Principal's Power Tactics Survey, 355
Exercises:
Leader Style and Change Exercise, 673
Bibliography:
Birnbaum, How'm I doin, 452
Culberton, Leadership horizons, 453
Gezi, Inner city schools, 453
Maxcy, Should education leaders, 453
McCarthy, The ethical dimension, 453
Astin, Maximizing leadership, 454
Baldridge, Policy making and, 454
Birnbaum, How colleges work, 454
Boles, Introduction to educational, 455
Burdin, School leadership, 455
Clay, School administrators, 455
Dennison, Challenges in educational, 456
Glasman, Evaluation-based leadershi, 456
Leaders for a new era, 456
McCauley, Effective school principa, 457
NCEEA, Leaders for America's, 457
Peterson, Key resources on high, 457
Schutz, Leaders of schools, 458
Shakeshaft, Women in educational, 458
Mink, Creative leadership, 475
Murphy, Approaches to administrative, 494
Resource Persons:
Forsyth, Pat, 562
Harvey, Thomas R., 568
Lapides, Joseph, 574

Smith, James, 592
Toth, Powell E., 596
Resource Organizations:
Danforth Foundation, 609
Jesse Ball Dupont Religious, 609
Hitachi Foundation, 610
Joyce Foundation, 610
Charles Stewart Mott Foundation, 611
Knight Foundation, 611
Lilly Endowment, 611
Pew Charitable Trusts, 612
Rockefeller Foundation, 612
Educational Leadership Program, 615
Institute for Educational Leadership, 617
Princeton Center for Leadership Train, 620
See Also School Leadership

EISENHOWER, DWIGHT D.
Bibliography:
Greenstein, Hidden-hand presidency, 423

ELECTRONIC COMMUNICATION
Course or Program:
Farson-Western Behavioral Sciences, 292

ELITES
Course or Program:
Davis, Birmingham-Southern Coll (AL), 169
Bibliography:
Mills, The power elite, 411
Prewitt, Ruling elites, 415

EMERGENT LEADERSHIP
Bibliography:
Crosby, Running things: the art, 399
Hannah, Toward an understanding, 401
Kouzes, Leadership challenge, 403
Gaventa, Power & powerlessness, 414
Erikson, Gandhi's truth, 422
Denmark, Styles of leadership, 426
Eagly, Gender & the emergence, 426
Gale, Gender and leadership, 427
Bryson, A political perspective, 435
Myers, Leadership and attitudes, 454
Lombardo, How do leaders get to, 484
Films & Videos:
Norma Rae, 529
Places in the heart, 530
Resource Persons:
Fortner, Novella, 562
Mayo, Cynthia, 577
Melina, Karen, 579
Nemerowicz, Gloria, 582
Parente, Betsy Allan, 583
Roby, Pamela, 588

ENGINEERING
Course or Program:
Vicere-Pennsylvania State University, 265
See Also Technical leadership

ENTREPRENEURSHIP
Bibliography:
Perlman, Academic intrapreneur, 457
Doig, Leadership & innovation, 460
Fernald, The underlying relation, 475
Lippitt, Entrepreneurial leadership, 475
Films & Videos:
The entrepreneurs: An American Adven, 522
Getting to know Barbara, 523
Resource Persons:
Cushman, Michael, 556
Whitney, Constance C., 600
Resource Organizations:
IC2 Institute, 616

ENVIRONMENT
Course or Program:
Vicere-Pennsylvania State University, 264
Resource Persons:
Easton, Edward, 560
Resource Organizations:
Pew Charitable Trusts, 612
Institute for Conservation Leadership, 617

ESSEX, BARBARA J.
Course or Program:
Hartford Seminary (CT), 238

ETHICS
Course or Program:
Page-Austin Peay State Univ (TN), 159
Smith-North Central College (IL), 180
Exercises:
Tinkertoy Power, 382
Vanatin: Group Decision Making, 383
Where Do You Draw the Line?, 385
Films & Videos:
Billy Budd, 519
Breaker Morant, 519
Ethics in America, 522
The parable of the Sadhu, 529
See Also Leadership Ethics
See Also Organizational Ethics
See Also Organizational Ethics
See Also Social Values

Values

ETHICS (LEADERSHIP)
See Leadership Ethics

EVALUATION
Bibliography:
Hynes, Application of a three, 496
Rossing, Wisconsin CES, 497
Resource Persons:
Dansereau, Fred, 557
See Also Impact Studies

EXCHANGE THEORY
Bibliography:
Jacobs, Leadership & exchange, 403

EXECUTIVE EXPEDITIONS
Course or Program:
McEwen, Marietta Georgia, 251

EXECUTIVE LEARNING
Bibliography:
Lombardo, Great truths that may not, 395
Lombardo, Management homilies, 447
Manz, Social learning theory, 464
Lombardo, Values in action, 481
Lindsey, Key events in executive, 489
McCall, Lessons of experience, 489
McCauley, Developmental experiences, 490
See Also Learning

EXECUTIVE WOMEN WORKSHOP
Course or Program:
Center for Creative Leadership (NC), 245

EXECUTIVES
See Managers

EXPECTATIONS
Exercises:
Four Factors, 371
Films & Videos:
Productivity & the self-fulfilling, 530

EXPERIENCE
Bibliography:
Neustadt, Thinking in time, 420
Lombardo, Management homilies, 447
Lindsey, Key events in executive, 489
McCall, Lessons of experience, 489
McCauley, Developmental experiences, 490
Eichinger, Twenty-two ways to develop, 502
Resource Persons:
St. Germain, Pat, 593

EXPERIENTIAL LEADERSHIP PROG
Course or Program:
Drury-North Country Community College, 39
Smith-Butler University (IN), 237
Edelman-New Vistas Consulting Group, 262

EXPERIENTIAL LEARNING
Course or Program:
Campbell-New York University, 34
Green-Purdue University (IN), 60
Millard-Univ of Puget Sound (TX), 116
Prince-Jepson School of Ldshp Studies, 211
Faron-LeaderShape, Inc., 326
Exercises:
See Exercises & simulations, pp. 364-385
Bibliography:
Van Velsor, Gender differences in t, 435
Johnson, Joining together: group, 444
Bauer, Leadership enhancement, 491
NSIEE, Nat directory of internships, 494
Simonds, A beginners guide to, 495
Phipps, Experiential leadership educ, 498
Priest, Outdoor leadership training, 498
Bianchi, Warmups for meeting leaders, 501
Christopher, Leadership training, 501
Eitington, The winning trainer, 502
Fluegelman, New games book, 503
Heron, Facilitators handbook, 503
Jones, Simulations: A handbook, 503
Jones, Sourcebook of management, 503
Lewis, Experiential and simulation, 504
Lombardo, Looking Glass, Inc., 504
Miles, Adventure education, 505
NSIEE, Combining service & learning, 505
Newstrom, Games trainers play, 505
Pfeiffer, 1992 annual: Developing, 506
Pfeiffer, Handbook of structured, 506
Pfeiffer, Reference guide to handbook, 506
Pfeiffer, UA training technologies, 506
Pike, Creative training techniques, 506
Rohnke, Cowstails & cobras, 507
Scannel, More games trainers play, 507
Silberman, Active training, 507
Tubesing, Structured experiences, 508
Francis, Improving work groups, 511
Woodcock, Self-made leader, 513
Resource Persons:
Drury, Jack K., 559
McClusky, John, 578
Meredith, Sam T., 579
Raiola, Edward, 586
Schwartz, Stephen, 591
Smith, James, 592
Spears, Larry, 593
Resource Organizations:
National Soc for Internships and, 620

EXPLORATION
Bibliography:
Lansing, Endurance, 423
Scott, Scott's last expedition, 425

EXTENSION LEADERSHIP
Course or Program:
Bolton, University of Florida, 98
Langone, University of Georgia, 310
Miller, Univ of Wisconsin-Madison, 313
Bibliography:
Heasley, Extension leadership, 488
Heasley, Directory of state-wide, 494
Northeast Reg, Community leaders, 494
Rossing, Wisconsin CES, 497
Resource Persons:
Bokor, Chuck, 550
Miles, C. Sue, 580
Resource Organizations:
Association of Leadership Educators, 612
See Also Community Leadership

FACILITATION
See Group Facilitation

FAIRLEIGH DICKINSON UNIVERSI
Course or Program:
Beaven-Emphasizing Leadership, 175

FAMILY
Resource Persons:
Bassett, Lois R., 547
Craft, Rolf V., 555
Karnes, Frances A., 572
Pearson, Carmen, 584

FARON, ALICE
Course or Program:
LeaderShape, Inc., 326

FARSON, RICHARD
Course or Program:
University of California, San Diego, 292

FEAR
Bibliography:
DeMause, Making of a fearful, 421

FEEDBACK
Instruments:
BENCHMARKS, 338
Campbell Leadership Index, 338
COMPASS: Managerial Practices Surve, 340
Educational Administrator Effectivene, 341
Leader Behavior Analysis II, 344
Leadership Practices Inventory, 347
Leadership Report, 348
Management Skills Profile, 351
Multifactor Leadership Questionnaire, 352
PRAXIS, 354
Power Perception Profile, 354
Principal's Power Tactics Survey, 355
SKILLSCOPE, 357
Student Leadership Practices Inven, 358
Supervisory Behavior Description, 360
Survey of Leadership Practices, 360
The Visionary Leader, 362
Exercises:
Feedback Awareness: Skill Building, 370
Bibliography:
Van Velsor, Feedback to managers, 508
Kaplan, High hurdles, 511
Resource Persons:
Montgomery, Susan, 581

FELLOWSHIPS
See Scholarships & Fellowships

FIELDWORK
See Leadership in practice

FIRO INSTRUMENT
Bibliography:
Schutz, Leaders of schools, 458

FOCUS MANAGEMENT DEVELOPMENT
Course or Program:
Harpum-Leadership Focus, 256

FOLLOWERSHIP
Bibliography:
Gardner, Leaders and followers, 393
Lee, Followership: The essense of, 395
Lippitt, Changing leader-follower, 395
Vanderslice, Separating leadership, 397
Heller, Leaders & followers, 401
Hollander, Leadership dynamics, 402
Rost, Leadership for the twenty-first, 405
Lantis, Two important roles in, 436
Resource Persons:
Rosenbach, William E., 589

FOREIGN STUDENTS
See International Students

FRONTIER LIFE
Bibliography:
Gilbert, Westering man: Life of, 423

FUTURE OF LEADERSHIP
Bibliography:
Rost, Leadership for the twenty-first, 405
National Forum, Leadership for a new, 408
Naisbitt, Megatrends 2000, 411
Nanus, The leader's edge, 412
Van Gelder, Carol Gilligan, 422

FUTURE STUDIES
Bibliography:
Sawhill, Challenge to leadership, 412
Mueller, Leading-edge leadership, 436
Resource Persons:
Harris, Philip R., 566

GANDHI
Bibliography:
Verma, Gandhi's technique, 415
Erikson, Gandhi's truth, 422
Films & Videos:
Gandhi, 523

GENDER
Course or Program:
Biggs-Univ of Southern California, 127
Waterman-University of Denver, 295
Instruments:
Attitudes Toward Women as Mgrs Scale, 338
Bibliography:
Rogers, New paradigm leadership, 408
Cann, Gender stereotypes and, 425
Curcio, Women as leaders, 426
Dobbins, Sex differences in leaders, 426
Eagly, Gender & the emergence, 426
Eagly, Gender and leadership style, 426
Eberspacher, Mentor relationships, 427
Gale, Gender and leadership, 427
Komives, Gender differences in, 427
Rosener, Ways women lead, 429
Singer, Cognitive correlates of, 429
Stupak, The androgynous manager, 429
Von Glinow, Women in corporate Amer, 430
Lipman-Blumen, Gender roles and, 433
Loden, Feminine leadership, 433
Powell, Women and men in management, 434
Rizzo, Integration of women in, 434
Russell Reynolds-Men, women, and, 434
Van Velsor, Gender differences in the, 435
Resource Persons:
Goldstein, Tami, 564
Lyles, Carol, 575
Sandler, Bernice, 590
Watson, Carol D., 598

GEOGRAPHY
Bibliography:
Garreau, Nine nations of North, 441

GIFTED STUDENTS
Bibliography:
Lindsay, A lamp for Diogenes, 484
Passow, Styles of leadership, 485
Resource Persons:
Sawyer, Robert, 591

GILLIGAN, CAROL
Bibliography:
Van Gelder, Carol Gilligan, 422

GLOBAL LEADERSHIP
Course or Program:
Goodman-Univ of Colorado-Boulder, 93
Bibliography:
Lobel, Global leadership competencies, 408
Bleedorn, Creative leadership, 409
Drucker, New realities, 409
Urquhart, World in need of leadership, 412
Folkertsma, Ideology & Leadership, 418
Thompson, Essays on leadership, 420
Peters, Thriving on chaos, 451
Marsick, Developing leadership, 485
Galagan, Execs go global, literally, 492

GOAL SETTING
Course or Program:
Center for Creative Leadership (NC), 247
Bibliography:
Latham, A review of research on, 488
Engstrom, Managing your time, 510

GOODMAN, ADAM J.
Course or Program:
University of Colorado at Boulder, 88

GOTCHER, MIKE
Course or Program:
Austin Peay State University (TN), 157

GOVERNANCE
Bibliography:
Czudnowski, Does who governs, 435
Doig, Leadership & innovation, 460

GOVERNING BOARDS
See Boards

GRANT, ULYSSES
Bibliography:
McFeely, Grant: A biography, 424

GRANTS
See Also Scholarships & Fellowships

GREEK ORGANIZATIONS
See Student Organizations

GREEN, STEPHEN G.
Course or Program:
Purdue University (IN), 60

GREENLEAF (ROBERT K.) CENTER
Course or Program:
Spears-Servant Leadership, 274

GREENLEAF, ROBERT K.
Films & Videos:
Robert K. Greenleaf: Servant-leader, 530

GROUP DYNAMICS
Bibliography:
Sarason, Creation of settings, 412
Beal, Leadership & group, 426
Blau, Exchange and power in social, 437
Dimock, Groups: Leadership &, 438
Mitchell, People in organizations, 439
Hackman, Groups that work, 443
Hirschorn, Managing the new team, 444
Napier, Groups: Theory & experience, 444
Olmstead, The small group, 444
Kidder, Soul of a new machine, 449
Harvey, Abilene paradox and, 474
Guthrie, Process politics, 511
Films & Videos:
Abilene paradox, 519
Groupthink, 523
Resource Persons:
Henry, Judith, 569
Smith, Jim Arthur, 593

GROUP DYNAMICS - REVIEWS
Bibliography:
Hare, Handbook of small group, 444

GROUP FACILITATION
Bibliography:
Heron, Facilitator's handbook, 503
Resource Persons:
Norris, Emma Coburn, 583

GROUP LEADERSHIP
Bibliography:
Fiedler, New approaches to, 400
Reed, Women leaders in small groups, 428
Dimock, Groups: Leadership &, 438
Bates, Group leadership: A manual, 443
Carew, Group development and, 443
Weiss, D-R model of coleadership, 443
Johnson, Joining together: group, 444
Napier, Making groups work, 444

Schull, How to be an effective, 445
Sessoms, Leadership & group, 446
Kormanski, Leadership strategies, 473
Maier, Problem-solving discussions, 478
Bradford, Making meetings work, 510
Guthrie, Process politics, 511

GROUP PROBLEM SOLVING
Exercises:
Broken Squares: Nonverbal Prob Solv, 365
The Crisis Game, 366
Desert Survival Situation, 367
Led Like Sheep, 374
Position Power, 377
Student Activities Allocation, 380
Subarctic Survival Situation, 381
Turnaround--A Business Simulation, 382
Vanatin: Group Decision Making, 383
Where Do You Draw the Line?, 385
Bibliography:
Harvey, Abilene paradox and, 474
Fox, Effective group problem, 477
Janis, Groupthink: Psychological, 477
Films & Videos:
Groupthink, 523

GROUP TECHNIQUES
Exercises:
Leadership Discussion Exercises, 373
Bibliography:
Bianchi, Warmups for meeting leaders, 501
Wheelan, Facilitating training groups, 509
Quinlivan-Hall, In search of solution, 513

GUPTA, NISHA
Course or Program:
University of Wisconsin-Whitewater, 233

HALLATT, DOUGLAS
Course or Program:
University of Wisconsin, 220
University of Wisconsin-Eau Claire, 321

HARPUM, RICHARD
Course or Program:
FOCUS Management Development (SC), 256

HARTFORD SEMINARY (CT)
Course or Program:
Essex-Leadership Education Program, 258

HAWAIIAN LEADERSHIP
Resource Persons:
Mayer, Manu, 579

HAWKINS, JACK, JR.
Course or Program:
Troy State University (AL), 85

HELLWEG, JULIE M.
Course or Program:
Univsity of Wisconsin-Stevens Point, 229

HENRY, JUDITH
Course or Program:
Texas Tech University, 83

HEROES
Bibliography:
Schwartz, George Washington and, 413
Wecter, Hero in America, 415
Levine, When dreams & heroes died, 457

HIERARCHY
Bibliography:
Kraus, Collaboration in organization, 439
Resource Persons:
Caroselli, Marlene, 553
Feinberg, Richard, 561

HIGH LEVEL LEADERSHIP
Bibliography:
Kellerman, Leadership & negotiation, 410
Mills, The power elite, 411
Hunter, Top leadership, U.S.A., 419
Neustadt, Thinking in time, 420
Sheehy, Character: America's, 420
Melia, Breaking into the boardroom, 433
Roy, Cultures of management, 440
Bennis, Four competencies of, 446
Bruce, Intuitive pragmatists, 447
Drucker, Changing world of the exec, 448
Drucker, The effective executive, 448
Friedman, Leadership succession, 448
Geneen, Managing, 448
Kotter, General managers, 449
Levinson, CEO: Corporate leader, 450
Ruch, Image at the top, 451
Birnbaum, How'm I doin, 452
Cohen, Leadership & ambiguity, 455
Fisher, Leaders on leadership, 456
U.S. Army, Senior level leadership, 459
Ellis, From the top down, 462
McCall, What makes a top executive?, 465
Reinharth, The missing ingredient, 465
Janis, Crucial decisions, 477
Janis, Groupthink: Psychological, 477
Badaracco, Leadership and the quest, 479
Argyris, Increasing leadership, 487
See Also Presidency

HIGH SCHOOL STUDENTS
See Pre-College Students

HIGHER EDUCATION LEADERSHIP
Course or Program:
Schwab & Rex-Univ of South Carolina, 123
Megginson-Administrative Internship, 173
Bibliography:
Ernst, Women in higher education, 427
Hoferek, Going forth: Women's, 431
Vega, Hispanic leadership training, 435
Birnbaum, How'm I doin, 452
Astin, Maximizing leadership, 454
Baldridge, Policy making and, 454
Birnbaum, How colleges work, 454
Chaffee, Collegiate culture and, 455
Cohen, Leadership & ambiguity, 455
Fisher, Leaders on leadership, 456
Green, Leaders for a new era, 456
Perlman, Academic intrapreneur, 457
Peterson, Key resources on high, 457
Shakeshaft, Women in educational, 458
Moore, The role of mentors in, 485
Staff, Leadership programs: A sampler, 493
Resource Persons:
Boatman, Sara A., 549
Forsyth, Pat, 562
Jorgensen, Gerald, 572
McDade, Sharon, 578
Ritter, Debora A., 587
Watson, Eugene R., 598
Resource Organizations:
Center for Leadership Development, 614
Educational Leadership Program, 615
Institute for Educational Leadership, 617

HISPANIC LEADERSHIP
Bibliography:
Santellanes, Leadership in Hispanic, 429
Vega, Hispanic leadership training, 435
Resource Organizations:
National Hispanic Leadership Confer, 620

HISTORY
Course or Program:
Warren-Austin Peay State University, 162
Bibliography:
Rustow, Philosophers & kings, 405
Keegan, Mask of command, 414
Neustadt, Presidential power, 419
Freeman, Lee's lieutenants, 423
Lansing, Endurance, 423
Astin, Women of influence, 430
Garreau, Nine nations of North, 441
Ellis, By the people, 462
Films & Videos:
Command decision, 521
Leaders of the 20th century, 525
Resource Persons:
Boothby, Neil, 500
See Also U.S. History

HITLER, ADOLPH
Films & Videos:
Democrat and the dictator, 521
Triumph of the will: The arrival, 532

HOLLENBECK, E. W.
Course or Program:
Pittsburg State University (KS), 57

HUMAN RELATIONS APPROACH
Instruments:
Leadership Opinion Questionnaire, 346
Least Preferred Co-worker Scale, 350
Supervisory Behavior Description, 360
T-P Leadership Questionnaire, 361
Exercises:
Management Perspectives, 374

HUMAN RESOURCE DEVELOPMENT
Bibliography:
Bard, Trainer's professional, 500
Craig, Training & development, 501
Mayo, Complete book of training, 504
Pfeiffer, UA training technologies, 506
Resource Persons:
Groff, Warren H., 564

HUMAN RESOURCE MANAGEMENT
Bibliography:
Likert, New patterns of management, 404
Rizzo, Integration of women in, 434
Carroll, Organizational behavior, 438
Schneier, Performance management, 452
Vicere, Break the mold, 486
Resource Persons:
Avolio, Bruce J., 546
Deluga, Ronald, 558

HUMAN SERVICES LEADERSHIP
Course or Program:
Center for Creative Leadership (NC), 243
Exercises:
OurTown, 375
Bibliography:
Kraus, Recreation leadership today, 446
Garner, Leadership in human service, 461
Resource Persons:
Conrad, William R., Jr., 554
Fendt, Paul F., 561
Renneisen, Charles M., 587
Thompson, Diane L., 595

HUMANISTIC APPROACH
Instruments:
Humanistic Leadership Questionnaire, 342
Bibliography:
Weisbord, Productive workplaces, 442
Maxcy, Should education leaders, 453
Films & Videos:
New leadership styles, 529
Resource Persons:
Ferris, William P., 561
Resource Organizations:
Reflective Leadership Center, 621

HUMOR
Exercises:
The Far Side Exercise, 370

HUNT, GAINES
Course or Program:
Austin Peay State University (TN), 163

IACOCCA, LEE
Bibliography:
Iacocca, Iacocca: An autobiography, 423

IDEOLOGY
Bibliography:
Loye, Leadership passion, 414
Prewitt, Ruling elites, 415
Folkertsma, Ideology & Leadership, 418

IMPACT STUDIES
Bibliography:
Rossing, Wisconsin CES, 497
See Also Evaluation

INDIVIDUALITY
Exercises:
Subarctic Survival Situation, 381
Bibliography:
Bellah, Habits of the heart, 409
Low, Zen and creative management, 455
Levine, When dreams & heroes died, 457
Resource Persons:
Lawrence, William D., 574

INFLUENCE
Instruments:
Interpersonal Influence Inventory, 342
Networking Skills Inventory, 353
Power Base Inventory, 353
Survey of Leadership Practices, 360
Visibility/Credibility Inventory, 362
Exercises:
Role Power: Understanding Influence, 370
Four Factors, 371
Led Like Sheep, 374
Student Activities Allocation, 380
VMX Productions: Handling ResistancE, 384
Bibliography:
Kanungo, Dimensions of executive, 471
Cohen, Influence without authority, 482

INFORMATION WORK
Bibliography:
Cleveland, Knowledge executive, 399
Odiorne, Human side of management, 450
Culberton, Leadership horizons, 453

INNOVATION
Bibliography:
Kanter, Change masters, 439
Egan, Change-agent skills B, 502
Resource Persons:
Green, Stephen G., 564
Isaksen, Scott, 571
Resource Organizations:
IC2 Institute, 616

INROADS PROGRAM
Bibliography:
Smith, INROADS: Preparing, 429

INSPIRATION
See Charismatic Leadership

INTEGRITY
Instruments:
Leader Authenticity Scale, 343

INTELLIGENCE
Bibliography:
Csoka, A relationship between, 464
See Also Leader Intelligence

INTERDISCIPLINARY APPROACH
Course or Program:
Hawkins-Troy State University (AL), 85
Lucas-University of Maryland, 101
Rudolph-Austin Peay State Univ (TN), 151
Berte-Birmingham-Southern Coll (AL), 168
Strouse-University of Kentucky, 196
Prince-Jepson School of Leadership, 211
Murry-The Union Institute (CA), 288
Resource Persons:
Brown, Patrick, 552
Holliday, Vivian L., 570
Resource Organizations:
Kansas State Univ Cent for Leadership, 617
See Also Multidisciplinary View

INTERNATIONAL LEADERSHIP
Course or Program:
Goodman-Univ of Colorado-Boulder, 93
Bibliography:
Hofstede, Motivation, leadership, 408
Lobel, Global leadership competencies, 408
O'Ballance, IRA leadership problems, 408
Cornwall-Jones, Education for, 409
Kellerman, Leadership & negotiation, 410
Freedman, Mass line leadership, 413
Kellerman, The president abroad, 416
Terrill, Mao: A biography, 425
Marsick, Developing leadership, 485
Sisk, Leadership development for, 492
Films & Videos:
Meeting the challenge with W. Bennis, 528
Resource Persons:
Bass, Bernard, 546
Deluga, Ronald, 558
Harris, Philip R., 566
Hendon, Donald W., 569
Mayo, Cynthia, 577
Preston, Joanne C., 585
Schmuck, Richard A., 591

INTERNATIONAL STUDENTS
Course or Program:
Dillon-Univ of Nebraska-Lincoln, 110

INTERNSHIPS
Course or Program:
Megginson-Birmingham Southern Colle, 173
Willis-University of Michigan, 203
Romine-Univ of S Carolina Spartanburg, 216
Mayo-Virginia State University, 323
McCluskey-The Washington Center, 329
Bibliography:
Sudanowicz, A field perspective, 460
NSIEE, Nat directory of internships, 494
NSIEE, Combining service & learning, 505
Resource Persons:
Curry, Rex L., 556
Cusma, Teresa Paumier, 556
Grantz, Regina, 564
Hocking, Peter, 570
Larson, Robert L., 574
McClusky, John, 578
Nestor, David, 583
Stanton, Timothy, 594
Wutzdorff, Allen J., 600
Resource Organizations:
Ford Foundation, 609
Haas Center for Public Service, 616
INROADS, Inc., 616
National Soc for Internships and, 620

INTERPERSONAL RELATIONS
Instruments:
Interpersonal Influence Inventory, 342
Leader Authenticity Scale, 343
Networking Skills Inventory, 353
Strength Deployment Inventory, 357
Visibility/Credibility Inventory, 362
Exercises:
Developing Trust: A Leadership Skill, 368
The Far Side Exercise, 370
Prisoners' Dilemma, 377
Bibliography:
Autry, Love and profit, 466
Mink, Creative leadership, 475
Miller, Connecting with self & others, 513
Resource Persons:
Harral, Harriet, 566
See Also Social Interaction

INTUITION
Instruments:
Agor Intuitive Management Survey, 337
Bibliography:
Agor, Intuition in organizations, 466
Resource Persons:
Agor, Weston H., 545
Resource Organizations:
Global Intuition Network, 615

INVENTORIES
Instruments:
See Leadership Technologies pp. 337-363

JACK AND JILL OF AMERICA, INC.
Course or Program:
Mayo-Virginia State University, 323

JACKSON, JESSE
Films & Videos:
Running with Jesse, 530

JAPAN
Bibliography:
Pascale, The art of Japanese, 451

JAPANESE MANAGEMENT
Bibliography:
Ouchi, Theory Z, 450
Pascale, Art of Japanese Management, 451
Films & Videos:
A yen for harmony, 533

JENKINS, WILLIAM A.
Course or Program:
Vanderbilt University (TN), 141

JEPSON SCHOOL OF LEADERSHIP
Course or Program:
University of Richmond (VA), 211
Bibliography:
Morrill, Leadership education, 492

JOB SATISFACTION
Exercises:
Leadership Styles & Their Consequenc, 373
Bibliography:
Herzberg, Work & the nature of man, 445
Levinson, Great jackass fallacy, 453

JOHNS HOPKINS UNIVERSITY
Course or Program:
Lyles-Hopkins Leadership Dev Program, 259

JOHNSON, LYNDON
Bibliography:
Caro, Years of Lyndon Johnson, 422
Kearns, Lyndon Johnson and the, 423

JONES, JIM
Bibliography:
Johnson, Dilemmas of charismatic, 471

JOURNAL (PERSONAL)
See Personal Journal

KENNEDY, JOHN F.
Bibliography:
Halberstam, Best & the brightest, 423

KENNEDY, ROBERT
Bibliography:
Schlesinger, Robert Kennedy & his, 424

KENNESAW STATE COLLEGE (GA)
Course or Program:
Breeze-Mead, Student Ldshp Kennesaw, 178

KING, MARTIN LUTHER, JR.
Bibliography:
Meier, On the role of Martin, 421
Oates, Let the trumpet sound, 424
Films & Videos:
In remembrance of Martin, 524
Martin Luther King, Jr.: From Montgom, 528

- **KNOTT, KATHERINE**
  - *Course or Program:*
    - Center for Creative Leadership (NC), 318
- **KOREAN WAR**
  - *Bibliography:*
    - James, Command crisis: MacArthur, 413
- **KUTZTOWN UNIVERSITY (PA)**
  - *Course or Program:*
    - Bucci-Leadership in Student Affairs, 17
- **LABOR UNIONS**
  - *Films & Videos:*
    - Norma Rae, 529
  - *Resource Persons:*
    - Roby, Pamela, 588
- **LANGONE, CHRISTINE A.**
  - *Course or Program:*
    - University of Georgia, 310
- **LAO TZU**
  - *Bibliography:*
    - Heider, Tao of leadership, 401
    - Heider, The leader who knows, 413
- **LARSON, ROBERT**
  - *Course or Program:*
    - University of Vermont, 133
- **LEADER CHARACTER**
  - *Instruments:*
    - Visibility/Credibility Inventory, 362
  - *Bibliography:*
    - Conger, Dark side of leadership, 392
    - Sheehy, Character: America's, 420
    - Covey, Leading by compass, 479
    - Covey, Principle-centered leadership, 480
    - Lewis, Leadership characteristics, 488
    - Covey, Seven habits of highly effec, 510
  - *Films & Videos:*
    - Citizen Kane, 520
    - General Della Rovere, 523
    - A man for all seasons, 527
    - Mr. Smith goes to Washington, 528
    - The verdict, 532
- **LEADER CREDIBILITY**
  - *Bibliography:*
    - Posner, Relating leadership &, 465
  - *Films & Videos:*
    - The credibility factor, 521
- **LEADER GUIDES**
  - *Bibliography:*
    - Clay, School administrators, 455
    - Lawson, Leadership is everybody's, 462
    - Gray, Skills for leaders, 467
    - Heasley, Extension leadership, 488
    - Portnoy, Leadership: What every, 507
    - Blimling, The resident assistant, 509
- **LEADER INTELLIGENCE**
  - *Bibliography:*
    - Fiedler, New approaches to, 400
    - Csoka, A relationship between, 464
    - Fiedler, When to lead, when to, 483
- **LEADERLAB**
  - *Course or Program:*
    - Center for Creative Leadership (NC), 247
- **LEADERSHAPE, INC.**
  - *Course or Program:*
    - Faron-The LeaderShape Institute, 326
- **LEADERSHIP - ANTHOLOGIES**
  - *Bibliography:*
    - Bass, Handbook of leadership, 398
    - Boone, Great writings in manage, 398
    - Cummings, Leadership, participation, 400
    - Hunt, Crosscurrents in leadership, 402
    - Hunt, Emerging leadership vistas, 402
    - Hunt, Contingency approaches to, 403
    - Hunt, Leadership: Beyond establishmen, 403
    - Kellerman, Leadership: Multidisciplin, 403
    - McCall, Leadership: Where else, 404
    - Rosenbach, Contemporary issues, 405
    - Taylor, Leadership: Challenges, 406
    - National Forum, Leadership for a new, 408
    - Graubard, Excellence and leader, 410
    - Lassey, Leadership & social change, 411
    - Kellerman, Political leadership, 419
    - Fawcette Center, Women in leadership, 431
    - Tannenbaum, Leadership & organizati, 441
    - Burdin, School leadership, 455
    - Taylor, Military leadership, 459
    - Doig, Leadership & innovation, 460
    - Hein, Contemporary leadership, 461
    - Paige, Political leadership, 463
    - Conger, Charismatic leadership, 472
  - *See Also* Anthologies
- **LEADERSHIP - REVIEWS**
  - *Bibliography:*
    - Jago, Leadership: Perspectives, 394
    - Bass, Handbook of leadership, 398
    - Jacobs, Leadership & exchange, 403
    - Tetrault, Leadership training, 486
- LEADERSHIP AND PERSONALITY
  - *See* Personality and Leadership
- **LEADERSHIP ASSESSMENT**
  - *Course or Program:*
    - Center for Creative Leadership (NC), 242
    - McEwen-Executive Expeditions, 251
    - Avolio-SUNY at Binghamton, 284
  - *Instruments:*
  - *See* Leadership Technologies pp. 337-363
  - *Bibliography:*
    - Graeff, Situational leadership, 393
    - Clark, Measures of leadership, 399
    - Curcio, Women as leaders, 426
    - DeJulio, Measurement of leader, 453
    - Curtis, Scrutinizing the skipper, 480
    - Ruderman, Traps and pitfalls, 490
    - Peters, Human resource dev instrument, 506
    - Van Velsor, Feedback to managers, 508
  - *Resource Persons:*
    - Clark, Kenneth E., 554
    - Clark, Miriam B., 554
    - Copestick, Kevin J., 555
    - Decker, Larry, 557
    - Karnes, Frances A., 572
    - Lucas, Nance, 575
    - Miles, C. Sue, 580
    - O'Brien, Kathleen A., 583
  - *See Also* Leadership Measures
- LEADERSHIP AT THE TOP
  - *See* High level leadership
- **LEADERSHIP DEFINITIONS**
  - *Bibliography:*
    - Davis, Defining and researching, 392
    - Rost, Leadership for the twenty-first, 405
- **LEADERSHIP DEVELOPMENT**
  - *Course or Program:*
    - Weast-Austin Peay State Univ (TN), 165
    - Berte-Birmingham-Southern Coll (AL), 168
    - Clay-Salisbury State University (MD, 191
    - Willis-University of Michigan, 204
    - Quinn-University of Missouri St Louis, 207
    - Romine-Univ of S Carolina Spartanburg, 216
    - Hallatt-University of Wisconsin, 220
    - Lyles-The Johns Hopkins University, 259
    - Avolio-SUNY at Binghamton, 284
    - Martin-Concordia College (MN), 300
    - Boothe-Ohio State University, 305
  - *Instruments:*
    - SKILLSCOPE, 356
  - *Exercises:*
    - Developing Leadership Skills, 368
  - *Bibliography:*
    - Burns, Leadership, 398
    - Cohen, Art of the leader, 399
    - Gardner, On leadership, 400
    - Timpe, Leadership: Art & science, 406
    - Bleedorn, Creative leadership, 409
    - Cornwall-Jones, Education for, 409
    - Harris, High performance leadership, 468
    - Morton, Leadership, 473
    - Elsner, Meeting the challenges, 484
    - Gardner, Leadership: The role of, 484
    - Miller, Can leaders be developed?, 485
    - Petrie, Levels of leader development, 485
    - Schriesheim, Leadership theory and, 485
    - Sergiovanni, Is leadership the next, 486
    - Sinetar, Developing leadership, 486
    - Tetrault, Leadership training, 486
    - Bursk, Developing executive leaders, 487
    - Cribbin, Leadership: Strategies, 487
    - Fiedler, Improving leadership, 488
    - Kaplan, Beyond ambition, 488
    - Lindsey, Key events in executive, 489
    - Manz, Superleadership, 489
    - McCauley, Developmental experiences, 490
    - Brechtel, Leaders in high schools?, 491
    - Clark, Teaching undergraduates, 491
    - Ekpo-Ufot, A course in leadership, 491
    - Gregory, What the good ones do, 492
    - Kaye, Leadership training, 492
    - Sisk, Leadership development for, 492
    - Billy, Bricker's international, 493
    - Brown, National leadership programs, 493
    - Staff, Leadership programs: A sampler, 493
    - Murphy, Approaches to administrativ, 494
    - Pence, State of the art in management, 494
    - Roberts, Student leadership program, 495
    - Simonds, A beginners guide to, 495
    - Spitzberg, Introduction to campus, 495
    - Williams, Leadership quest, 495
    - Preston, Teaching managers leadership, 496
    - Wood, Leader's brief: Teaching, 496
    - Perrin, National leadership training, 499
    - Baird, Training & development source, 500
    - Eichinger, Twenty-two ways to devel, 502
    - Portnoy, Leadership: What every, 507
    - Betz, Cultivating leadership, 509
    - Heim, Learning to lead, 511
    - Hitt, Leader-manager: Guidelines, 511
    - Kaplan, High hurdles, 511
    - Manning, Leadership: Nine keys, 512
    - Shinn, Leadership development, 513
    - Woodcock, Self-made leader, 513
  - *Resource Persons:*
    - Avolio, Bruce J., 546
    - Biggs, Judi, 548
    - Clark, Miriam B., 554
    - Drury, Jack K., 559
    - Heasley, Daryl, 568
    - Johnson, Cynthia Wolf, 571
    - Jones, Lisa, 572
    - Montgomery, Susan, 581
    - Murry, Joan, 582
    - Pearson, Alan, 584
    - Quinn, Michael, 585
    - Rosenbach, William E., 589
    - Sweazey, George, 595
  - *Resource Organizations:*
    - Catalyst, 613
    - Center for Creative Leadership, 613
    - Center for Leadership Development, 614
    - Mershon Center, 618
    - NASSP Division of Student Activities, 619
- **LEADERSHIP DEVELOPMENT MODEL**
  - *Bibliography:*
    - Morris, Innovation: The changing, 396
    - Kokopeli, Leadership for change, 432
    - Passow, Styles of leadership, 485
    - Tetrault, Leadership training, 486
    - Vicere, Break the mold, 486
    - Youngs, Identifying & developing, 487

6-6

Murphy, Approaches to administrative, 494
Anderson, Toward a two-track model, 497
Davies, Leading people, 498
Mabey, A model for leadership dev, 499
Muntz, Leadership development appro, 499
Roberts, Student leadership program, 499
Wheelan, Facilitating training group, 509
Resource Persons:
Matusak, Larraine, 577

LEADERSHIP DEVELOPMENT PROGR
Bibliography:
Staff, Leadership programs: A sampler, 493

LEADERSHIP EDUCATION
Exercises:
Leadership Discussion Exercises, 373
Bibliography:
Gardner, Leaders and followers, 393
Hayes, Preparing future leaders, 484
Stockdale, Educating leaders, 486
Clark, Teaching undergraduates, 491
Morrill, Leadership education, 492
Heifetz, Teaching and assessing, 496
Films & Videos:
Leadership for the 1990s, 526
Resource Persons:
Heifetz, Ronald A., 568
Rossing, Boyd E., 589
Vicere, Albert A., 596
See Also Management Education

LEADERSHIP EFFECTIVENESS
Exercises:
The Good Leader, 372
Bibliography:
Fiedler, Leadership effectiveness, 392
Fiedler, Validation & extension, 392
Fiedler, New approaches to, 400
Fiedler, Theory of leadership, 400
Simonton, Presidential style, 417
Meier, On the role of Martin, 421
Thomas, Does leadership make a, 437
Drucker, Effective executive, 448
Kotter, Leadership factor, 449
Peters, In search of excellence, 451
Bogue, Enemies of leadership, 454
Fisher, Leaders on leadership, 456
Chary, New concepts in leadership, 463
Csoka, A relationship between, 464
McCall, What makes a top executive?, 465
Odiorne, Competence versus passion, 465
Fiedler, When to lead, when to, 483
Fiedler, Improving leadership, 488
Gordon, Leader effectiveness training, 488
Neider, Making leadership effective, 498
Films & Videos:
The leadership edge, 526
Resource Persons:
Hammerschmidt, Peter K., 566

LEADERSHIP ETHICS
Course or Program:
Goodman-Univ of Colorado-Boulder, 88
Page-Austin Peay State University, 159
Smith-North Central College (IL), 180
Waterman-University of Denver, 295
Exercises:
Tinkertoy Power, 382
Value Dilemmas, 383
Vanatin: Group Decision Making, 383
Bibliography:
Hodgkinson, Philosophy of leader, 402
Golding, Lord of the flies, 410
Machiavelli, The prince, 415
Warren, All the kings men, 421
Morgenthau, Essays on Lincoln's, 424
McCarthy, The ethical dimension, 453
Bellingham, Ethical leadership, 470
Badaracco, Leadership and the quest, 479
Kelly, Interrelationship of ethics, 479
Hitt, Ethics and leadership, 480
Lombardo, Values in action, 481
Srivastva, Executive integrity, 481
Walton, The moral manager, 481
Films & Videos:
The Bridge on the river Kwai, 519
The Caine mutiny, 520
A man for all seasons, 527
Resource Persons:
Bader, Diana, 546
Cushmore, Marcia Casey, 556
Faron, Alice, 561
Goodstein, Tami, 564
Harrison, Clifford, 567
Ritter, Debora A., 587
Smith, David C., 592
Stanton, Timothy, 594
Taylor, Robert L., 595
Resource Organizations:
Reflective Leadership Center, 621
See Also Organizational Ethics

LEADERSHIP EVALUATION
Exercises:
My Best Boss, 375
Bibliography:
Rossing, Wisconsin CES, 497
See Also Evaluation

LEADERSHIP FOR THE 21ST CENT
Course or Program:
Waterman-University of Denver, 295

LEADERSHIP HISTORY
Bibliography:
King, Evolution of leadership theory, 394
Krantz, Lessons from the field, 395
Burns, Leadership, 398
Heider, The leader who knows, 413
Stogdill, Historical trends in, 413
Clemens, Classic touch, 414
Loye, Leadership passion, 414
Machiavelli, The prince, 415
Mansfield, Machiavelli's new, 415
Verma, Gandhi's technique, 415
Wecter, Hero in America, 415
Wofford, Of Kennedys and kings, 416
Rejai, Loyalists and revolutionaries, 417
Natemeyer, Classics of organiza, 440
Resource Persons:
Holliday, Vivian L., 570

LEADERSHIP IN HIGHER EDUC
See Higher Education Leadership

LEADERSHIP IN LITERATURE
See Literature

LEADERSHIP IN PRACTICE
Course or Program:
Willis-University of Michigan, 203
Prince-Jepson School of Leadership, 211
Hallatt-University of Wisconsin, 220
Bibliography:
Cribbin, Effective managerial, 434
Sayles, Leadership: Managing in, 469
Lombardo, How do leaders get to, 484
Lombardo, Leaders on the line, 497
NSIEE, Combining service & learning, 505
Films & Videos:
Bolero, 519
Resource Persons:
Biggs, Judi, 548
Miller, Cheryl, 580

LEADERSHIP MEASURES
Bibliography:
Hogan, Personological dynamics, 393
Clark, Measures of leadership, 399
Stogdill, Leader behavior, 406
Schutz, Leaders of schools, 458
Posner, Relating leadership &, 465
Conger, Charismatic leadership, 472
McClelland, Power: The inner, 483
Hynes, Application of a three, 496
Lombardo, Leaders on the line, 497
Arter, Assessing leadership and, 500
Krug, Psychware sourcebook, 504
Pfeiffer, UA training technologies, 506
Resource Persons:
Karnes, Frances A., 572
Posner, Barry, 585
See Also Leadership Assessment

LEADERSHIP MEASURES - DIR
Bibliography:
Arter, Assessing leadership and, 500
Van Velsor, Feedback to managers, 508

LEADERSHIP MODELS
Course or Program:
Hollenbeck-Pittsburg State Univ (KS), 57
Bibliography:
Kerr, Substitutes for leadership, 394
Miner, The uncertain future of, 396
Caskey, Leadership style and, 399
Fiedler, New approaches to, 400
Hunt, Crosscurrents in leadership, 402
Hunt, Leadership: A new systhesis, 402
Rost, Leadership for the twenty-first, 405
Torbert, Power of balance, 412
Smith, Leadership, organizations, 441
Hersey, Life cycle of leadership, 464
Watson, Leadership, management, 466
Bavelas, Leadership: man & function, 477
Davies, Leading people, 498
Jordon, A new vision for outdoor, 498
Neider, Making leadership effective, 498

LEADERSHIP NETWORKS
See Networks

LEADERSHIP POTENTIAL
Resource Persons:
Caroselli, Marlene, 553
Sawyer, Robert, 591

LEADERSHIP PROBLEMS
Bibliography:
Conger, The dark side of leadership, 392
Bennis, Unconscious conspiracy, 398
Hunt, Emerging leadership vistas, 402
McCall, Leaders & leadership, 404
Davidson, The top of the world, 407
Wall, Bosses, 407
O'Ballance, IRA leadership problems, 408
Golding, Lord of the flies, 410
Westin, Management dilemmas, 413
Mueller, Leading-edge leadership, 436
Gabarro, Dynamics of taking charge, 448
Ruch, Image at the top, 451
Zaleznik, The managerial mystique, 452
Bogue, Enemies of leadership, 454
Cohen, Leadership & ambiguity, 455
Fisher, Leaders on leadership, 456
Kets de Vries, Leaders who self, 464
Bennis, Why leaders can't lead, 467
Hogan, How charisma cloaks incompeten, 471
Johnson, Dilemmas of charismatic, 471
Janis, Groupthink: Psychological, 477
March, Ambiguity and command, 478
Sergiovanni, Is leadership the next, 486

LEADERSHIP PROCESS
Exercises:
Tangram: Leadership Dimensions, 381
Bibliography:
Bruce, Intuitive pragmatists, 447

LEADERSHIP PROGRAM PLANNING
Course or Program:
Prince-Jepson School of Leadership, 211
Resource Persons:
Flynn, Terry, 561
Hollenbeck, E. W., 570
Markley, W. Larry, 576
Prince, Howard T., II, 585
Stolz, Edye, 594

Strouse, Rhonda L., 594
Waldstein, Fredric A., 597
Waterman, Ellen K., 598

LEADERSHIP QUOTATIONS
See Quotations

LEADERSHIP RECOGNITION
See Service Awards

LEADERSHIP RESEARCH
Bibliography:
Bavelas, Leadership: man & function, 391
Davis, Defining and researching, 392
Fiedler, Validation & extension, 392
Graeff, Situational leadership, 393
Hill, Effect of self-esteem on, 393
House, Path-goal theory of leadership, 394
Howard, Leadership in a declining, 394
Jago, Leadership: Perspectives, 394
Miner, The uncertain future of, 396
Mintzberg, The manager's job, 396
Vanderslice, Separating leadership, 397
Yukl, Managerial leadership: A revi, 397
Bass, Handbook of leadership, 398
Clark, Measures of leadership, 399
Fiedler, Theory of leadership, 400
Hunt, Crosscurrents in leadership, 402
Hunt, Emerging leadership vistas, 402
Hunt, Contingency approaches to, 403
Hunt, Leadership: Beyond establishmen, 403
McCall, Leaders & leadership, 404
McCall, Leadership: Where else, 404
Petrullo, Leadership & interpersonal, 405
Rothberg, Insecurity & success, 405
Stogdill, Leader behavior, 406
Stogdill, Historical trends in, 413
Hunter, Top leadership, U.S.A., 419
Eagly, Gender & the emergence, 426
Eagly, Gender and leadership style, 426
Gale, Gender and leadership, 427
Hollander, Some issues in, 427
Komives, Gender differences, 428
Morrison, Breaking the glass, 434
Russell Reynolds-Men, women, and, 434
Smith, Leadership, organizations, 441
Yukl, Leadership in organizations, 442
Hare, Handbook of small group, 444
Bennis, Four competencies of, 446
Drucker, Effective executive, 448
Kotter, General managers, 449
Chaffee, Collegiate culture and, 455
McCauley, Effective school principals, 457
Burke, Leadership: Is there one best, 463
Posner, Relating leadership &, 465
Mintzberg, Nature of managerial, 469
Conger, Toward a behavioral theory, 470
Kets de Vries, Prisoners of, 471
Puffer, Attributions of charismatic, 471
Vroom, Leadership & decision making, 478
Latham, A review of research on, 488
McCall, Lessons of experience, 489
Hunter, A causal analysis of, 496
Preston, Teaching managers leadership, 496
Resource Persons:
Campbell, Richard, 553
Clark, Kenneth E., 554
Dansereau, Fred, 557
Deluga, Ronald, 558
Green, Stephen G., 564
Hollander, Edwin P., 570
Rosenbach, William E., 589
Schmuck, Richard A., 591
Watson, Carol D., 595
Resource Organizations:
Center for Creative Leadership, 613
Center for Effective Organizations, 614
Conference Board, 614
Military Psychology and Leadership, 618
See Also Management Research

LEADERSHIP RESOURCES
Exercises:
Tinkertoy Power, 382

LEADERSHIP SCHOOL
Course or Program:
Prince-Jepson School of Leadership, 211
Bibliography:
Morrill, Leadership education, 492
Resource Persons:
Micas, Stephanie S., 580
Prince, Howard T., II, 585

LEADERSHIP SKILLS
Course or Program:
Thompson-Columbia College (SC), 10
Dawson-Pepperdine University (CA), 53
Green-Purdue University (IN), 60
Pozner-Santa Clara University (CA), 68
Lucas-University of Maryland, 105
Millard-Univ of Puget Sound (TX), 116
Waldstein-Wartburg College (IA), 145
Weast-Austin Peay State Univ (TN), 165
Balderson-Robert Morris College (PA), 187
Strouse-University of Kentucky, 196
Willis-University of Michigan, 199
Hellweg-Univ of Wisconsin-Stevens Pnt, 229
Waterman-University of Denver, 295
Langone-University of Georgia, 310
Faron-LeaderShape, Inc., 326
Instruments:
Leadership Skills Inventory, 349
SKILLSCOPE, 357
Student Leadership Practices Invent, 358
Exercises:
Developing Leadership Skills, 368
The Good Leader, 372
Bibliography:
Morris, Innovation: The changing, 396
Nanus, The leader's edge, 412
Morris, Taking charge in Washington, 417
Jensen, Women who want to be boss, 432
Bolman, Reframing organizationa, 438
Schull, How to be an effective, 445
O'Connell, Effective leadership, 462
Adair, Building blocks for good, 463
Nanus, Leadership: Doing the right, 465
Bellingham, Leadership: Myths and, 466
Gray, Skills for leaders, 467
Harris, High performance leadership, 468
Schaller, Getting things done, 469
Bauer, Leadership enhancement, 491
Kaye, Leadership training, 492
Williams, Leadership quest, 495
Yukl, Skills for managers & leaders, 509
Campbell, If I'm in charge here, 510
Films & Videos:
Management & leadership skills for, 528

LEADERSHIP STUDIES MAJOR
Resource Persons:
Micas, Stephanie S., 580
Prince, Howard T., II, 585

LEADERSHIP STYLE
Course or Program:
Henry-Texas Tech University, 83
Instruments:
Leader Behavior Analysis II, 344
Leader Effectiveness & Adapability, 344
Least Preferred Co-worker Scale, 350
Supervisory Behavior Description, 360
T-P Leadership Questionnaire, 361
Exercises:
Choosing a Leadership Style, 366
Follow the Leader, 371
Leader Style and Change Exercise, 373
Leadership Styles & Their Consequence, 373
Management Perspectives, 373
Led Like Sheep, 374
Situational Leadership Simulator, 380
Bibliography:
Caskey, Leadership style and, 399
Simonton, Presidential style, 417
Denmark, Styles of leadership, 426
Eagly, Gender and leadership style, 426
Dreilinger, Beyond the myth, 436
Astin, Maximizing leadership, 454
Fiedler, Improving leadership, 488
Tharenou, Effect of a supervisory, 496
Films & Videos:
Leadership: Style or circumstance, 527
New leadership styles, 529
Theory X and theory Y, 531
Resource Persons:
Cognetta, John S., 554

LEADERSHIP SUBSTITUTES
See Substitutes for Leadership

LEADERSHIP SUCCESSION
See Leadership Transitions

LEADERSHIP SURVEYS
See Surveys

LEADERSHIP THEORY
Course or Program:
Campbell-New York University, 34
Dawson-Pepperdine University (CA), 53
Millard-Univ of Puget Sound (TX), 116
Jenkins-Vanderbilt University (TN), 141
Waldstein-Wartburg College (IA), 145
Murry-The Union Institute (CA), 288
Exercises:
Rhetoric & Behavior, 378
Bibliography:
Blake, Theory & research for, 391
Fiedler, Leadership effectiveness, 392
King, Evolution of leadership theory, 394
Smoll, Leadership behavior in sport, 396
Yukl, Managerial leadership: A review, 397
Bass, Handbook of leadership, 398
Fiedler, Theory of leadership, 400
Willner, The spellbinders, 421
Reed, Women leaders in small groups, 428
Smircich, Leadership, 437
Schriesheim, Leadership theory and, 485
Resource Persons:
McDade, Sharon, 578

LEADERSHIP TRAITS
Instruments:
Leadership Personality Compatibility, 347
Exercises:
The Good Leader, 372
My Best Boss, 375
Bibliography:
Rothberg, Insecurity & success, 405
Rejai, Loyalists and revolutionaries, 417
Cann, Gender stereotypes and, 425
Jensen, Women who want to be boss, 432
Bennis, Why leaders can't lead, 467
Lippitt, Entrepreneurial leadership, 475
Stockdale, Educating leaders, 486
See Also Leadership and Personality

LEADERSHIP TRANSITIONS
Bibliography:
Friedman, Leadership succession, 448
Gabarro, Dynamics of taking charge, 448
Gilmore, Making a leadership change, 488
Films & Videos:
The Peter Hill puzzle, 530
See Also New Managers

LEADERSHIP VISION
Bibliography:
Bennis, Leaders: the strategies, 398
Gardner, Self renewal, 410
Bennis, Leadership transforms vision, 447
Garner, Leadership in human service, 461
Films & Videos:
High impact leadership, 524

LEADERSHIP VS. MANAGEMENT
- *Course or Program:*
  - Biggs-Univ of Southern California, 130
- *Bibliography:*
  - Conger, Dark side of leadership, 392
  - Krantz, Splitting of leadership, 395
  - Plachy, Leading vs. managing, 396
  - Welte, Management and leadership, 397
  - Zaleznik, Managers and leaders, 397
  - Bennis, Unconscious conspiracy, 398
  - Hickman, Mind of a manager, 401
  - Kouzes, Leadership challenge, 403
  - Kotter, A force for change, 449
  - Zaleznik, The managerial mystique, 452
  - Turcotte, Leadership vs. management, 458
  - Nanus, Leadership: Doing the right, 465
  - Watson, Leadership, management, 466
  - Miller, Can leaders be developed?, 485
  - Hitt, Leader-manager: Guidelines, 511
- *Films & Videos:*
  - Leadership (Kotter), 525
- *Resource Persons:*
  - Morton, T. Ballard, 582

LEARNING
- *Bibliography:*
  - Senge, The leader's new work, 437
  - Senge, The fifth discipline, 441
  - Ilsley, Enhancing the volunteer, 462
  - Anderson, Toward a two-track model, 497
- *Resource Persons:*
  - Geerling, Ellen Newman, 563
- *See Also* Executive Learning

LEE, ROBERT E.
- *Bibliography:*
  - Freeman, Lee's lieutenants, 423

LIBERAL STUDIES
- *Bibliography:*
  - Stockdale, Educating leaders, 486
  - Johnston, Educating managers, 488
- *Resource Persons:*
  - Harriger, Katy J., 566
  - Holliday, Vivian L., 570

LIFE STYLES
- *Instruments:*
  - Life Styles Inventory, 350
- *Bibliography:*
  - Torbert, Power of balance, 412
  - Garreau, Nine nations of North, 441
  - Kaplan, Beyond ambition, 488

LINCOLN, ABRAHAM
- *Bibliography:*
  - Morgenthau, Essays on Lincoln's, 424

LISTENING
- *Bibliography:*
  - Gordon, Leader effectiveness traini, 488

LITERATURE
- *Bibliography:*
  - Durrenmatt, The visit, 409
  - Golding, Lord of the flies, 410
  - Warren, All the kings men, 421
- *Resource Persons:*
  - Ferris, William P., 561

LONG, HUEY
- *Bibliography:*
  - Williams, Huey Long, 425

LONGITUDINAL STUDIES
- *Bibliography:*
  - Howard, Leadership in a declining, 394

LOOKING GLASS, INC.
- *Course or Program:*
  - Jenkins-Vanderbilt University (TN), 141
- *Bibliography:*
  - Lombardo, Leaders on the line, 497
  - Lombardo, Looking Glass, Inc, 504

LOWANCE, SUSAN C.
- *Course or Program:*
  - Smith College (MA), 277

LOYOLA UNIVERSITY (LA)
- *Course or Program:*
  - Cushman & New-Business Leadership, 23

LUCAS, NANCE
- *Course or Program:*
  - University of Maryland, 101

LYLES, CAROLE Y.
- *Course or Program:*
  - Johns Hopkins University, 259

MACARTHUR, DOUGLAS
- *Bibliography:*
  - James, Command crisis: MacArthur, 413
  - Manchester, American Caesar, 457

MACHIAVELLI
- *Bibliography:*
  - Mansfield, Machiavelli's new, 415
  - Christie, The Machiavellis among us, 478
- *Films & Videos:*
  - Machiavelli on political power, 527

MALCOLM X
- *Bibliography:*
  - Little, Autobiography of Malcolm X, 424

MANAGEMENT
- *Course or Program:*
  - Green-Purdue University (IN), 60
  - Biggs-Univ of Southern California, 127
  - Jenkins-Vanderbilt University (TN), 141
- *Bibliography:*
  - Cribbin, Effective managerial, 434
  - Geneen, Managing, 448
  - Blanchard, One minute manager, 467
  - Mintzberg, Nature of managerial, 469
- *Resource Organizations:*
  - Institute for Case Development & Resh, 617

MANAGEMENT - GENERAL WORKS
- *Bibliography:*
  - Boone, Great writings in management, 398
  - Morgan, Riding the waves of change, 405
  - Wilson, Survival skills for managers, 407
  - Lilienthal, Management: A human, 411
  - Gabarro, Dynamics of taking charge, 448
  - Joiner, Leadership for change, 449
  - Odiorne, Human side of management, 450
  - Luthans, Real managers, 468
  - Sayles, Leadership: Managing in, 469
  - Champion, Critical incidents in, 487

MANAGEMENT DEVELOPMENT
- *Course or Program:*
  - Vicere-Pennsylvania State Universit, 267
- *Bibliography:*
  - Van Velsor, Gender differences in the, 435
  - Bradford, Managing for excellence, 487
  - Bursk, Developing executive leaders, 487
  - Champion, Critical incidents in, 487
  - Johnston, Educating managers, 488
  - Margerison, Management development, 489
  - McCauley, Developmental experiences, 490
  - Olmstead, Management & supervisory, 490
  - Porter, Management education &, 490
  - Stewart, Contrasts in management, 490
  - Ekpo-Ufot, A course in leadership, 491
  - Billy, Bricker's international, 493
  - Pence, State of the art in manage, 494
  - Singleton, Managerial motivation, 496
  - Tharenou, Effect of a supervisory, 496
  - Jones, Sourcebook of management, 503
  - Lombardo, Looking Glass, Inc, 504

MANAGEMENT EDUCATION
- *Course or Program:*
  - Cushman & New-Loyola University (LA), 23
  - Young-Mandel Center for Nonprofit Org, 239
  - Lowance-Smith College (MA), 277
- *Bibliography:*
  - Zaleznik, The managerial mystique, 452
  - Johnston, Educating managers, 488
  - Porter, Management education &, 490
  - Vicere, Executive education, 497

MANAGEMENT RESEARCH
- *See* Leadership Research

MANAGEMENT SKILLS
- *Instruments:*
  - Management Skills Profile, 351
  - PRAXIS, 354
  - Tacit Knowledge Inventory, 361
- *Bibliography:*
  - Boyatzis, Competent manager, 467
- *See Also* Leadership Skills

MANAGER AS DEVELOPER
- *See* Mentoring
- *See Also* Coaching Employees

MANAGERIAL GRID
- *Bibliography:*
  - Caskey, Leadership style and, 399

MANAGERIAL WORK
- *Exercises:*
  - Tangram: Leadership Dimensions, 381
- *Bibliography:*
  - Howard, Leadership in a declining, 394
  - Mintzberg, The manager's job, 396
  - Lombardo, Looking at leadership, 404
  - Powell, Women and men in management, 434
  - Peters, Leadership: Sad facts &, 447
  - Kotter, General managers, 449
  - Luthans, Real managers, 468
  - Mintzberg, Nature of managerial, 469
  - Sayles, Leadership: Managing in, 469
  - Stewart, Contrasts in management, 490

MANAGERS
- *Course or Program:*
  - Center for Creative Leadership, 242
  - Harpum-FOCUS Management Development, 256
  - Lowance-Smith College (MA), 277
- *Instruments:*
  - BENCHMARKS, 338
  - Campbell Leadership Index, 339
  - COMPASS: Managerial Practices Survey, 340
  - Change Inventory for Leaders, 340
  - Leader Behavior Analysis II, 344
  - Leader Effectiveness & Adaptability, 344
  - Leadership Practices Inventory, 347
  - Management Skills Profile, 351
  - PRAXIS, 354
  - Survey of Leadership Practices, 360
  - Tacit Knowledge Inventory, 361
  - The Visionary Leader, 362
- *Bibliography:*
  - Wall, Bosses, 407
  - Olmstead, Management & supervisory, 490

MANDEL CENTER FOR NONPROFIT
- *Course or Program:*
  - Case Western Reserve University, 239

MANIPULATION
- *Bibliography:*
  - Bailey, Humbuggery and manipulation, 466
  - Christie, The Machiavellis among us, 478
- *Films & Videos:*
  - Machiavelli on political power, 527

MAO ZEDONG
Bibliography:
Freedman, Mass line leadership, 413
Terrill, Mao: A biography, 425

MARTIN, DAVID K.
Course or Program:
Concordia College (MN), 300

MASS MEDIA
Films & Videos:
The image makers, 524
The thirty-second president, 531

MAYO, CYNTHIA R.
Course or Program:
Virginia State University, 323

MCCARTHY, GERALD D.
Course or Program:
Purdue University, 183

MCCLUSKEY, JOHN
Course or Program:
The Washington Center, 329

MCEWEN, CYNTHIA A.
Course or Program:
Executive Expeditions (GA), 251

MEDIA
Bibliography:
Thompson, Ten presidents & the press, 415
Halberstam, Powers that be, 419
Hayes, Preparing future leaders, 484

MEETING LEADERSHIP
Bibliography:
English, Art of leading meetings, 500
Welsh, A practical procedure for, 500
Bianchi, Warmups for meeting leaders, 501
Colorado, Planning a workshop, 501
Nadler, Comprehensive guide to, 505
Bradford, Making meetings work, 510
Quinlivan-Hall, In search of solution, 512
Thomas, Conducting public meetings, 513
Films & Videos:
Meetings, bloody meetings, 528
More bloody meetings, 528

MEETINGS - DIRECTORIES
Bibliography:
Gale Research, Seminars dir, 493

MEGGINSON, JOEL
Course or Program:
Birmingham-Southern College (AL), 173

MEHTA, ZUBIN
Films & Videos:
Bolero, 519

MENTORING
Course or Program:
Clay-Salisbury State University (MD), 191
Bibliography:
Bradford, The postheroic leader, 392
Eberspacher, Mentor relationships, 427
Noe, Women and mentoring, 428
Moore, The role of mentors in, 485
Nejedlo, Mentoring & networking, 490
Resource Persons:
Green, Stephen G., 564
Paris, Grace Lamacchia, 584
Rudolph, Linda B., 590
Waldstein, Fredric A., 597

MILITARY LEADERSHIP
Bibliography:
Rothberg, Insecurity & success, 405
James, Command crisis: MacArthur, 413
Keegan, Mask of command, 414
Blumenson, Many faces of George, 421
Freeman, Lee's lieutenants, 423
Adams, Effective leadership, 430
De Gaulle, Edge of the sword, 435
Manchester, American Caesar, 457
Turcotte, Leadership vs. management, 458
Jaques, Executive leadership, 459
Newman, Follow me: the human element, 459
Taylor, Military leadership, 459
U.S. Army, Senior level leadership, 459
Van Fleet, Military leadership, 459
March, Ambiguity and command, 478
Films & Videos:
Command decision, 521
Das boot (the boat), 521
Gallipoli, 523
Patton, 529
Twelve o'clock high, 532
Resource Persons:
Maillet, Leandre, 576
Resource Organizations:
Military Psychology and Leadership, 618

MILLARD, C. W.
Course or Program:
University of Puget Sound (TX), 116

MILLER, LORNA C.
Course or Program:
University of Wisconsin-Madison, 313

MINORITY LEADERSHIP
Course or Program:
Clay-Salisbury State University (MD), 191
Willis-University of Michigan, 205
Lyles-The Johns Hopkins University, 259
McCluskey-The Washington Center, 329
Bibliography:
Meier, On the role of Martin, 421
Davis, Status of Black leadership, 426
Jules, Native Indian leadership, 427
Nance, The black community, 428
Santellanes, Leadership in Hispanic, 429
Smith, INROADS: Preparing, 429
King, Why we can't wait, 432
Morrison, Black political, 434
Vega, Hispanic leadership training, 435
Lewis, Leadership characteristics, 488
Films & Videos:
Running with Jesse, 530
Resource Persons:
Black, Laura F., 548
Danielson, Doris K., 557
Lyles, Carol, 575
Whicker, Marcia L., 599
Willis, Shay, 600
Resource Organizations:
Ford Foundation, 609
Joyce Foundation, 610
W. K. Kellogg Foundation, 610
INROADS, Inc., 616
National Forum for Black Public Adm, 619
National Hispanic Leadership Confer, 620

MODEL LEADERSHIP PROGRAM
See Leadership Development Model

MORAL EDUCATION
Bibliography:
Lindsay, A lamp for Diogenes, 484
See Also Ethics

MOSES, ROBERT
Bibliography:
Caro, Power broker: Robert Moses, 422

MOTIVATION
Course or Program:
Hollenbeck-Pittsburg State Univ (KS), 57
Exercises:
Rhetoric & Behavior, 378
Bibliography:
McGregor, Leadership & motivation, 404
Hofstede, Motivation, leadership, 408
Herzberg, Work & the nature of man, 445
Odiorne, Human side of management, 450
Erwin, Motivation & students', 453
Levinson, Great jackass fallacy, 453
Newman, Follow me: the human element, 459
Herzberg, Motivation to work, 468
McClelland, Power: The inner, 483
Latham, A review of research on, 488
Singleton, Managerial motivation, 496
Losoncy, Motivating leader, 512
Films & Videos:
Desire to win, 521
A new look at motivation, 529
Resource Persons:
Demuth, Carol, 558
Gardner, Kent L., 563

MULTICULTURAL ISSUES
Course or Program:
Goodman-Univ of Colorado-Boulder, 95
Biggs-Univ of Southern California, 127
Exercises:
Doorfland, 369
Bibliography:
Hofstede, Motivation, leadership, 408
Galagan, Execs go global, literally, 492
Sisk, Leadership development for, 492
Resource Persons:
Kelly-Radford, Lily, 573
Meyer, Manu, 579
Paris, Grace Lamacchia, 584
Preston, Joanne C., 585
Reckmeyer, William J., 586
Sharp, Sally, 591

MULTIDISCIPLINARY VIEW
Bibliography:
Kellerman, Leadership: Multidisciplin, 403
Kellerman, Political leadership, 419
Ott, Organizational culture, 440
See Also Interdisciplinary Approach

MURRY, JOAN
Course or Program:
Union Institute (CA), 288

NATIVE PEOPLES
Bibliography:
Jules, Native Indian leadership, 427
Lewis, Leadership characteristics, 488
See Also American Indians

NEBRASKA WESLEYAN UNIVERSITY
Course or Program:
Boatman-Communication & Leadership, 30

NEED FOR ACHIEVEMENT
See Achievement Motivation

NEGOTIATION
Bibliography:
Kellerman, Leadership & negotiation, 410
Sayles, Leadership: Managing in, 469
Fisher, Getting to yes, 474
Likert, New ways of managing conflict, 474
Walton, Managing conflict, 474
Resource Persons:
Hendon, Donald W., 569

NETWORKS
Course or Program:
Farson-Western Behavioral Sciences, 292
Wisconsin Leadership Educ Network, 313
Alexander-Public Ldshp Educ Network, 327
Instruments:
Networking Skills Inventory, 353
Exercises:
Partnerships Exercises, 376
Bibliography:
Bryson, A political perspective, 435
Welch, Networking: The great new, 435
Nejedlo, Mentoring & networking, 490

Resource Persons:
Guiliano, Neil, 565
Miller, Lorna, 580
Resource Organizations:
Association of Leadership Educators, 612
Global Intuition Network, 615
Minnesota Leadership Educators Net, 618
Public Leadership Education Network, 621

NEW MANAGERS
See Leadership Transitions

NEW YORK UNIVERSITY
Course or Program:
Campbell-Leadership, 34

NEW, J. RANDOLPH
Course or Program:
Loyola University (LA), 23

NIXON, RICHARD M.
Films & Videos:
Nixon: Checkers to Watergate, 529

NOMINAL GROUP TECHNIQUE
Bibliography:
Fox, Effective group problem, 477
Moore, Group techniques for idea, 505

NON-VIOLENT PROTEST
Bibliography:
Erikson, Gandhi's truth, 422
King, Why we can't wait, 432
Films & Videos:
Gandhi, 523
In remembrance of Martin, 524
Martin Luther King, Jr.: From Montgom, 528

NONPROFIT LEADERSHIP
Course or Program:
Young-Mandel Center for Nonprofit Org, 239
Bibliography:
Van Til, Critical issues in America, 461
Resource Persons:
Conrad, William R., Jr., 554
Herman, Robert D., 569
Slesinger, Larry, 592
Vickers, Donn F., 597
Young, Dennis, 601
Resource Organizations:
Independent Sector, 616
National Center for Nonprofit Board, 619
Society for Nonprofit Organizations, 621

NONPROFIT ORGANIZATIONS
Course or Program:
Young-Mandel Center for Nonprofit Org, 239
Center for Creative Leadership (NC), 242
Resource Persons:
Conrad, William R., Jr., 554

NORTH AMERICA
Bibliography:
Garreau, Nine nations of North, 441

NORTH CENTRAL COLLEGE (IL)
Course or Program:
Smith-Leadership, Ethics & Values, 180

NORTH COUNTRY COMMUNITY COLL
Course or Program:
Drury-Wilderness Recreation Practic, 39

NURSING LEADERSHIP
Bibliography:
Hein, Contemporary leadership, 461

OHIO STATE UNIVERSITY
Course or Program:
Safrit-Leadership Dev in Agricultur, 47
Boothe-Project EXCEL, 305

ORGANIZATION DEVELOPMENT
Course or Program:
Willis-University of Michigan, 201
McEwen-Executive Expeditions, 251
Bibliography:
Senge, The leader's new work, 437
Owen, Spirit: Transformation &, 440
Senge, The fifth discipline, 441
Weisbord, Productive workplaces, 442
Lessem, Development management, 450
Resource Persons:
Bokor, Chuck, 550
Jones, Lisa, 572

ORGANIZATIONAL BEHAVIOR
Course or Program:
Larson-University of Vermont, 133
Exercises:
Eco-Cyclix, 369
The Organization Game, 375
Piedmont Apparel, 376
Bibliography:
Crosby, Running things: the art, 399
McGregor, Leadership & motivation, 404
Bernard, Functions of an executive, 426
Forisha, Outsiders on the inside, 431
Mueller, Leading-edge leadership, 436
Berkley, Administrative revol, 437
Smircich, Leadership, 437
Carroll, Organizational behavior, 438
Frost, Organizational reality, 438
Hellriegel, Organizational behavior, 439
Hersey, Management of organizational, 439
Kolb, Organizational psychology, 439
Kraus, Collaboration in organizations, 439
Mitchell, People in organizations, 439
Natemeyer, Classics of organiza, 440
Robbins, Organizational behavior, 440
Tannenbaum, Leadership & organization, 441
Birnbaum, How colleges work, 454
Low, Zen and creative management, 455
Maccoby, Gamesman: The new corp, 456
Van Fleet, Military leadership, 459
Dyer, Bureaucracy vs. creativity, 476
Films & Videos:
Up the organization, 532
Resource Persons:
Deluga, Ronald, 558
Rothschild, Phillip C., 590
Resource Organizations:
Center for Effective Organizations, 614

ORGANIZATIONAL CHANGE
Course or Program:
Watson-U of N. Carolina-Chapel Hill, 112
Larson-University of Vermont, 133
Exercises:
Rubicon, 379
Turnaround--A Business Simulation, 382
Bibliography:
Dreilinger, Beyond the myth, 436
Bolman, Reframing organizations, 438
Connor, Managing organizational, 438
Guest, Organizational change, 438
Kanter, Change masters, 439
Senge, The fifth discipline, 441
Drucker, Changing world of the, 448
Joiner, Leadership for change, 449
Lessem, Developmental management, 450
Peters, Thriving on chaos, 451
Ellis, Organizational leadership, 475
Ijiri, New directions in creativ, 475
Egan, Change-agent skills A, 501
Films & Videos:
The business of paradigms, 520
Resource Persons:
Groff, Warren H., 564
Sweazey, George, 595

ORGANIZATIONAL CULTURE
Instruments:
Substitutes for Leadership Scale, 358
Bibliography:
Dreilinger, Beyond the myth, 436
Kanter, Change masters, 439
Ott, Organizational culture, 440
Ritti, Ropes to skip & the ropes, 440
Roy, Cultures of management, 440
Schein, Organizational culture &, 441
Smith, Leadership, organizations, 441
Vogt, Empowerment in organizations, 442
Pascale, Art of Japanese Management, 451
Chaffee, Collegiate culture and, 455
Autry, Love and profit, 466
Harris, High performance leadership, 468
Wallace, Building integrity in, 479
Resource Persons:
Isaksen, Scott, 571
Wells, Ray, 599

ORGANIZATIONAL EFFECTIVENESS
Bibliography:
Thomas, Does leadership make a, 437
Schein, Organizational culture &, 441
Weisbord, Productive workplaces, 442
Peters, In search of excellence, 451
Latham, Behavioral strategies to, 464
Kotter, Power, success, and, 481
Films & Videos:
In search of excellence, 524
A passion for excellence, 529

ORGANIZATIONAL ETHICS
Bibliography:
Wallace, Building integrity in, 479
Bick, Business ethics and, 480
Films & Videos:
The parable of the Sadhu, 529
Resource Persons:
Gaertner, Karen N., 563
See Also Leadership Ethics

ORGANIZATIONAL POLITICS
Bibliography:
Bryson, A political perspective, 435
Yates, Politics of management, 442
Salancik, Who gets power, 482

ORGANIZATIONAL STRUCTURE
Bibliography:
Vanderslice, Separating leadership, 397
Bolman, Reframing organizations, 438

ORGANIZATIONAL VALUES
Bibliography:
Tjosvold, Working together, 442
Fairholm, Values leadership, 460
Francis, Unblocking organizations, 480
Walton, The moral manager, 481
Resource Persons:
Safrit, Dale, 590
See Also Values

ORGANIZATIONS
Exercises:
Can We Save Logo Motors?, 365
Eco-Cyclix, 369
The Organization Game, 375
Piedmont Apparel, 376
Rubicon, 379

ORGANIZING
Bibliography:
Kahn, Organizing: A guide for, 446

OUTDOOR LEADERSHIP
Course or Program:
Drury-North Country Community College, 39
McEwen-Executive Expeditions, 251
Waterman-University of Denver, 295
Exercises:
Eco-Cyclix, 369
Rubicon, 370
Bibliography:
Jordan, A new vision for outdoor, 498

Phipps, Experiential leadership educ, 498
Priest, Outdoor leadership training, 498
Miles, Adventure education, 505
Rohnke, Cowstails & cobras, 507
Resource Persons:
Drury, Jack K., 559
Raiola, Edward, 586
Ratz, Jim, 586
Resource Organizations:
Wilderness Education Association, 621

PAGE, OSCAR
Course or Program:
Austin Peay State University (TN), 159

PARTICIPATION
Bibliography:
Lee, Followership: The essence of, 395
Cummings, Leadership, participation, 400
Heller, Leaders & followers, 401
Likert, New patterns of management, 404
Kanter, Dilemmas of managing, 436
Kraus, Collaboration in organizatio, 439
Vogt, Empowerment in organizations, 442
Burke, Leadership: Is there one bes, 463
Morris, The new breed of leaders, 465
Lundy, Lead, follow or get out of, 468
Fox, Effective group problem, 477
Vroom, Managing participation, 477
Vroom, New leadership: managing, 478
Neilsen, Empowerment strategies, 482
Manz, Superleadership: Beyond, 485
Films & Videos:
The leadership alliance, 525
A yen for harmony, 533
Resource Persons:
Morrison, David, 581
Rosi, Eugene, 589
Resource Organizations:
Robert K. Greenleaf Center, 615

PATH-GOAL THEORY
Bibliography:
House, Path-goal theory of leadership, 394

PATTON, GEORGE
Bibliography:
Blumenson, Many faces of George, 421
Films & Videos:
Patton, 529

PENNSYLVANIA STATE UNIVERSIT
Course or Program:
Vicere-Prog for Natural Resource Mg, 264

PEPPERDINE UNIVERSITY (CA)
Course or Program:
Dawson-Leadership for the Nineties, 53

PERCEPTION AND LEADERSHIP
Exercises:
My Best Boss, 375
Bibliography:
McWhinney, Alternative realities, 396
Resource Persons:
Langone, Christine A., 573

PERFORMANCE MANAGEMENT
Bibliography:
Schneier, Performance management, 452
Resource Persons:
Bogue, E. Grady, 549

PERSONAL JOURNAL
Bibliography:
Scott, Scott's last expedition, 425
Resource Persons:
Nestor, David, 583

PERSONALITY AND LEADERSHIP
Instruments:
Leadership Personality Compatibility, 347
Bibliography:
Hogan, Personological dynamics, 393
Sheehy, Character: America's, 420
Barber, Presidential character, 422
Kroeger, Type talk, 512
Resource Persons:
Hammerschmidt, Peter K., 566
See Also Leadership traits

PHILOSOPHY AND LEADERSHIP
Bibliography:
Hodgkinson, Philosophy of, 402
Rustow, Philosophers & kings, 405

PHYSICAL EDUCATION
Bibliography:
Hoferek, Going forth: Women's, 431

PITTSBURG STATE UNIVERSITY
Course or Program:
Hollenbeck-Leadership & Motivation, 57

PLANNING
Exercises:
Blind Leadership, 365
Hollow Square: A Communication Exper, 372
OurTown, 375

POLICY
Course or Program:
Vicere-Pennsylvania State University, 271
Bibliography:
Murray, Losing ground: American, 411
Sawhill, Challenge to leadership, 412
Dye, Who's running America?, 418
Janis, Crucial decisions, 477
Janis, Groupthink: Psychological, 477

POLITICAL CANDIDATES
Films & Videos:
The candidate, 520
The seduction of Joe Tynan, 531

POLITICAL LEADERSHIP
Course or Program:
Davis-Birmingham-Southern Coll (AL), 169
Bibliography:
Kellerman, Leadership & negotiation, 410
Burns, Political leadership in, 416
Burns, Wellsprings of political, 416
Kellerman, The president abroad, 416
Broder, Changing of the guard, 417
Bullitt, To be a politician, 417
Morris, Taking charge in Washington, 417
Rejai, Loyalists and revolutionaries, 417
Campbell, Managing the presidency, 418
Czudnowski, Political elites, 418
Folkertsma, Ideology & Leadership, 418
Halberstam, Powers that be, 419
Kellerman, Political leadership, 419
McFarland, Power and leadership, 419
Neustadt, Presidential power, 419
Sheehy, Character: America's, 420
Simonton, Why presidents succeed, 420
Thompson, Essays on leadership, 420
Tucker, Politics as leadership, 420
Willner, The spellbinders, 421
Caro, Years of Lyndon Johnson, 422
Greenstein, Hidden-hand presidency, 423
Kearns, Lyndon Johnson and the, 423
Barber, Women leaders in American, 430
LeVeness, Women leaders in politics, 433
Morrison, Black political, 434
De Gaulle, Edge of the sword, 435
Neustadt, Presidential power, 461
Paige, Political leadership, 463
Goehlert, Political leadership, 511
Films & Videos:
An act of congress, 519
The candidate, 520
Five presidents on the presidency, 523
Justice Black and the Bill of Right, 525
Leadership in the Senate, 526
Mr. Smith goes to Washington, 528
The power game, 530
The seduction of Joe Tynan, 531
The thirty-second president, 531
Resource Persons:
Cronin, Thomas E., 555
Kellerman, Barbara, 572
Rice, Donald E., 587
Thompson, Kenneth, 595
Resource Organizations:
Miller Center of Public Affairs, 618

POLITICS IN MANAGEMENT
Bibliography:
Yates, Politics of management, 442

POWER
Instruments:
Leader Power Inventory, 345
Power Base Inventory, 353
Power Perception Profile, 354
Principal's Power Tactics Survey, 355
Visibility/Credibility Inventory, 362
Exercises:
Bases of Power: Developing the Group, 364
Position Power, 377
Role Power: Understanding Influence, 379
Star Power, 380
Tinkertoy Power, 382
Bibliography:
Hannah, Toward an understanding, 401
Jacobs, Leadership & exchange, 403
Bennis, John E. Jones interviews, 407
Mills, The power elite, 411
Torbert, Power of balance, 412
Silk, The American establishment, 415
Hunter, Top leadership, U.S.A., 419
McFarland, Power and leadership, 419
Williams, Huey Long, 425
Cohen, Tender power, 431
Kanter, Men & women of the corp, 432
Lipman-Blumen, Gender roles and, 433
Neustadt, Presidential power, 461
Bailey, Humbuggery and manipulation, 466
Newman, Thoughts on superstars, 471
Kelly, Interrelationship of ethics, 479
Kotter, Power, success, and, 481
Cuming, The power handbook, 482
Hagberg, Real power, 482
Neilsen, Empowerment strategies, 482
Salancik, Who gets power, 482
Jouvenel, On power: Its nature, 483
Kennedy, Power & responsibility, 483
Korda, Power: How to get it, 483
Lukes, Power: A radical review, 483
McClelland, Power: The inner, 483
Zaleznik, Power & corporate mind, 483
Films & Videos:
Citizen Kane, 520
The Caine mutiny, 520
Machiavelli on political power, 527
A new look at motivation, 529
Power play, 530
The power game, 530
Resource Persons:
Hollander, Edwin P., 570

POZNER, BARRY Z.
Course or Program:
Santa Clara University (CA), 68

PRE-COLLEGE STUDENTS
Course or Program:
Knott-Rotary Youth Leadership Camp, 318
Hallatt-Univ of Wisconsin-Eau Clair, 321
Mayo-Virginia State University, 323
Instruments:
Leadership Skills Inventory, 349
Bibliography:
Singer, Cognitive correlates of, 429
Myers, Leadership and attitudes, 454
Gray, Skills for leaders, 467
Brechtel, Leaders in high schools?, 491

Follis, Design & evaluation of, 491
Maher, Fostering student leadership, 492
Hynes, Application of a three, 496
Perrin, National leadership training, 499
Shinn, Leadership development, 513
Resource Persons:
Hallatt, Douglas, 565
Hougen, Roy, 570
Karnes, Frances A., 572
Marano, Rocco, 576
Martin, David K., 577
Powell, Sharon Rose, 585
Sawyer, Robert, 591
Resource Organizations:
Mershon Center, 618
NASSP Division of Student Activities, 619
National Youth Leadership Council, 620
Princeton Center for Leadership Train, 620

PRESENTATION SKILLS
Bibliography:
Pfeiffer, UA training technologies, 506
Mandel, Effective presentation skill, 512
Wilder, The presentation kit, 513

PRESIDENCY
Bibliography:
Burns, Uncommon sense, 409
Graubard, Excellence and leader, 410
Bailey, Pugnacious presidents, 414
Thompson, Ten presidents & the press, 415
Kellerman, The president abroad, 416
Simonton, Presidential style, 417
Campbell, Managing the presidency, 418
Cronin, State of the presidency, 418
Dye, Who's running America?, 418
Greenstein, Leadership in the, 419
Neustadt, Presidential power, 419
Neustadt, Thinking in time, 420
Simonton, Why presidents succeed, 420
DeMause, Making of a fearful, 421
Barber, Presidential character, 422
Burns, Roosevelt: The lion & the fox, 422
Greenstein, Hidden-hand presidency, 423
Halberstam, Best & the brightest, 423
Kearns, Lyndon Johnson and the, 423
Neustadt, Presidential power, 461
Films & Videos:
Missiles of October, 428
Five presidents on the presidency, 523
The helping hand, 523
The thirty-second president, 531
Resource Persons:
Kellerman, Barbara, 572
Thompson, Kenneth, 595
Resource Organizations:
Miller Center of Public Affairs, 618

PRESIDENTIAL MANAGEMENT INTERN
Bibliography:
Sudanowicz, A field perspective, 460

PRINCE, HOWARD
Course or Program:
University of Richmond (VA), 211

PRINCIPALS
Course or Program:
Smith-Butler University (IN), 237
Instruments:
Educational Administrator Effectivene, 341
Principal's Power Tactics Survey, 355
Bibliography:
Gezi, Inner city schools, 453
Glasman, Evaluation-based leadership, 456
McCauley, Effective school principals, 457
Resource Persons:
Larson, Robert L., 574
Schmuck, Richard A., 591
Smith, James, 592
See Also School Leadership

PRIVATE VS. PUBLIC LIVE
See Also Work and family

PROBLEM SOLVING
Bibliography:
Mink, Creative leadership, 475
Maier, Problem-solving discussions, 478

PRODUCTIVITY
Exercises:
Leadership Styles & Their Consequen, 373
Management Perspectives, 374
Bibliography:
Weisbord, Productive workplaces, 442
Films & Videos:
Productivity & the self-fulfilling, 530
Resource Persons:
Harris, Philip R., 566
Morrison, David, 581

PROFESSIONAL LEADERSHIP PROG
Course or Program:
Young-Mandel Center for Nonprofit Org, 239

PROFESSIONALS
Resource Persons:
Davis, Leary, 557
Hall, Marsha Paur, 565
Pearson, Alan, 584
Townsend, Chris, 596
Resource Organizations:
American Humanics, 612

PROGRAM EVALUATION
Bibliography:
Fertman, All students are leaders, 495
Heifetz, Teaching and assessing, 496
Preston, Teaching managers leadership, 496
Tharenou, Effect of a supervisory, 496
Vicere, Executive education, 497
Resource Persons:
Clark, Miriam B., 554
Dillon, Roy D., 559
Fortner, Novella, 562
Langone, Christine A., 573
Lapides, Joseph, 574
Murry, Joan, 582
Parente, Betsy Allan, 583
See Evaluation

PROJECT ATHENA
Bibliography:
Adams, Effective leadership, 430

PROJECT MANAGEMENT
Exercises:
Effective Delegation, 369
Hollow Square: A Communication Experi, 372

PROPAGANDA
Films & Videos:
The Image Makers, 524
Triumph of the will: The arrival of, 532

PSYCHOLOGY OF LEADERSHIP
Course or Program:
Campbell-New York University, 34
Pozner-Santa Clara University (CA), 68
Biggs-Univ of Southern California, 127
Bibliography:
Hogan, Personological dynamics, 393
Levinson, Executive, 403
Petrullo, Leadership & interpersona, 405
Rothberg, Insecurity & success, 405
Stogdill, Leader behavior, 406
Simonton, Why presidents succeed, 420
DeMause, Making of a fearful, 421
Tannenbaum, Leadership & organizati, 441
Kets de Vries, Leaders who self, 464
Kets de Vries, Prisoners of leaders, 468
Newman, Thoughts on superstars, 471
Schiffer, Charisma, 473
Zaleznik, Power & corporate mind, 483
Krug, Psychware sourcebook, 504

PUBLIC LEADERSHIP EDUC NETWO
Course or Program:
Alexander-PLEN, 327

PUBLIC SECTOR LEADERSHIP
Course or Program:
Stanton-Stanford University, 77
McCarthy-Purdue University, 183
Avolio-SUNY at Binghamton, 284
Boothe-Ohio State University, 305
Alexander-Public Ldshp Educ Network, 327
Bibliography:
Czudnowski, Political elites, 418
Caro, Power broker: Robert Moses, 422
Radin, Leadership training for, 428
Fairholm, Values leadership, 460
Sudanowicz, A field perspective, 460
Van Til, Critical issues in America, 461
Bass, Transformational leadership, 470
Butler, Improving management, 491
Films & Videos:
Excellence in the public sector, 522
Resource Persons:
Cushmore, Marcia Casey, 556
Fairholm, Gil W., 560
Herman, Robert D., 569
Rohrer, John, 588
Stanton, Timothy, 594
Whitaker, Gordon P., 599
Winner, Linda, 600
Resource Organizations:
Haas Center for Public Service, 616
Miller Center of Public Affairs, 618
Public Leadership Education Network, 621

PUBLIC SPEAKING
See Presentation Skills

PUBLIC VS. PRIVATE LIFE
See Private vs. public life

PUNISHMENT
Instruments:
Leader Reward & Punishment Question, 345

PURDUE ACADEMIC LEADERSHIP
Bibliography:
Follis, Design & evaluation of, 491

PURDUE UNIVERSITY (IN)
Course or Program:
Green-Leadership, 60
McCarthy-Organizational Leadership, 183

QUALITY MANAGEMENT
Exercises:
Piedmont Apparel, 376

QUESTIONNAIRES
Instruments:
See Leadership Technologies pp. 337-363

QUINN, MICHAEL R.
Course or Program:
University of Missouri-St. Louis, 207

QUOTATIONS
Bibliography:
Harrison, Spirit of leadership, 401
Hitt, Thoughts on leadership, 401
Safire, Leadership, 406

REAGAN, RONALD
Bibliography:
Dye, Who's running America?, 418
DeMause, Making of a fearful, 421

RECREATION LEADERSHIP
Course or Program:
Drury-North Country Community College, 39
Bibliography:
Kraus, Recreation leadership today, 446
Sessoms, Leadership & group, 446
Jordon, A new vision for outdoor, 498
Resource Persons:
Raiola, Edward, 586

RELIGIOUS LEADERSHIP
Course or Program:
Weems-Saint Paul School of Theology, 65
White-Southern Baptist Theological, 70
Essex-Hartford Seminary (CT), 258
Bibliography:
Schaller, Getting things done, 469
Barnes, Charisma & religious, 470
Resource Persons:
Bader, Diana, 546
Dale, Robert, 557
Drushal, Mary Ellen, 560
Geerling, Ellen Newman, 563
Lawrence, William D., 574
McKinney, William, 578
Norris, Emma Coburn, 583
Weems, Lovett H., Jr., 599
Resource Organizations:
Lilly Endowment, 611
Pew Charitable Trusts, 612
Catholic Health Association, 613

RESIDENCE LIFE
Bibliography:
Blimling, The resident assistant, 509
Resource Persons:
Beaven, Mary H., 547
Hartford, Thomas F., 567

RESISTANCE
Exercises:
VMX Productions: Handling Resistance, 384

RETREATS
Resource Persons:
Breeze-Mead, Alison, 551

REVOLUTION AND REBELLION
Bibliography:
O'Ballance, IRA leadership problems, 408
Gaventa, Power & powerlessness, 414
Rejai, Loyalists and revolutionarie, 417

REVOLUTIONARY LEADERSHIP
Films & Videos:
Power play, 530

REWARDS
Instruments:
Leader Reward & Punishment Question, 345
Bibliography:
Srivastra, Appreciative management, 441
Weisbord, Productive workplaces, 442

REX, JAMES H.
Course or Program:
University of South Carolina, 123

ROBERT MORRIS COLLEGE (PA)
Course or Program:
Balderson-Student Leadership Dev PrG, 187

ROMINE, RONALD H.
Course or Program:
University of So Carolina-Spartanburg, 216

ROOSEVELT, FRANKLIN D.
Bibliography:
Burns, Roosevelt: The lion & the fox, 422
Films & Videos:
Democrat and the dictator, 521
The helping hand, 523

ROOSEVELT, THEODORE
Films & Videos:
TR and his times, 532

ROTARY YOUTH LEADERSHIP CAMP
Course or Program:
Knott-Center for Creative Leadership, 318

RUDOLPH, LINDA B.
Course or Program:
Austin Peay State University (TN), 151

RURAL LEADERSHIP
Bibliography:
Shoemaker, A study of reputational, 445
Resource Persons:
Hougen, Roy, 570
Lancone, Christine A., 573
Malloy, Nancy Bushwick, 576
See Also Agricultural Leadership

SAFRIT, R. DALE
Course or Program:
Ohio State University, 47

SAINT PAUL SCHOOL OF THEOLOGY
Course or Program:
Weems-Leadership, 65

SALISBURY STATE UNIVERSITY
Course or Program:
Clay-Minority Leadership Dev Program, 191

SANTA CLARA UNIVERSITY
Course or Program:
Pozner-Social Psychol of Leadership, 68

SCHOLARSHIPS & FELLOWSHIPS
Bibliography:
Vega, Hispanic leadership training, 435
Resource Organizations:
Bush Leadership Fellowship Program, 609
See Also Grants

SCHOOL LEADERSHIP
Course or Program:
Decker-University of Virginia, 138
Bibliography:
Bolin, Empowering leadership, 452
Burdin, School leadership, 455
Clay, School administrators, 455
Cuban, Managerial imperative, 456
Dennison, Challenges in educat, 456
Glasman, Evaluation-based leadershi, 456
NCEEA, Leaders for America's, 457
Schutz, Leaders of schools, 458
Sergiovanni, Value-added leadership, 458
Youngs, Identifying & developing, 487
Resource Persons:
Bennett, Diane T., 547
Forsyth, Pat, 562
Larson, Robert L., 574
Powell, Sharon Rose, 585
See Also Educational Leadership

SCHWAB, KENNETH L
Course or Program:
University of South Carolina, 123

SCOTT, ROBERT F.
Bibliography:
Scott, Scott's last expedition, 425

SECONDARY SCHOOL STUDENTS
See Pre-College Students

SELF CONCEPT
Instruments:
Life Styles Inventory, 350
Self Asessment, 355
Exercises:
Beyond Limits, 364

SELF DEVELOPMENT
Course or Program:
Beaven-Fairleigh Dickinson Univ (NJ), 175
Balderson-Robert Morris College (PA), 187
Hellweg-Univ of Wisconsin-Stevens Pnt, 229
Instruments:
Assessing Styles of Career Management, 337
Developmental Advising Inventory, 341
Life Styles Inventory, 350
Exercises:
Beyond Limits, 364
Bibliography:
Gardner, Self renewal, 410
Britton, Developing leadership, 425
Josefowitz, Paths to power, 432
Manz, Self-leadership: toward, 436
Manz, Social learning theory, 464
Bliss, Getting things done, 467
Lippitt, Entrepreneurial leadership, 475
MacKinnon, In search of human, 476
Hagberg, Real power, 482
Betz, Cultivating leadership, 509
Covey, Seven habits of highly effect, 510
Engstrom, Managing your time, 510
Heim, Learning to lead, 511
Hitt, Leader-manager: Guidelines, 511
Kaplan, High hurdles, 511
Lawson, Lead on, 512
Manning, Leadership: Nine keys, 512
Miller, Connecting with self & others, 513
Shinn, Leadership development, 513
Woodcock, Self-made leader, 513
Films & Videos:
Achieving personal excellence, 519
Dreaming, 521
High impact leadership, 524
If I can do this I can do anything, 524
Peak performers: The new heroes, 529
Resource Persons:
Brown, Roosevelt, 552
Dickson, Gary L., 559
Dodson, David, 559
Hellweg, Julie M., 569
Taylor, Robert L., 595
Toth, Powell E., 596
Resource Organizations:
Center for Values Based Leadership, 614

SELF ESTEEM
Bibliography:
Hill, Effect of self-esteem on, 393
Films & Videos:
Desire to win, 521
The inside track, 524
Resource Persons:
Black, Laura F, 548
Hellweg, Julie M., 569

SELF LEADERSHIP
Bibliography:
Manz, Self-leadership: toward, 436
Manz, Superleadership: Beyond, 485
Films & Videos:
Everybody leads: Teams members talk, 522
The leadership challange, 526
Resource Persons:
Dennis, Donna, 558

SELF RENEWAL
Bibliography:
Gardner, Self renewal, 410
Films & Videos:
If I can do this I can do anything, 524
Resource Persons:
Brown, Roosevelt, 552

SELF-MANAGED TEAMS
Bibliography:
Manz, Searching for the unleader, 443
Films & Videos:
Everybody leads: Team members talk, 522
A team leader's day, 531

SERVANT LEADERSHIP
Course or Program:
Spears-Robert K. Greenleaf Center, 274
Bibliography:
Greenleaf, Servant leadership, 410
Graham, Servant-leadership in org, 470
Films & Videos:
Robert K. Greenleaf: Servant-leader, 530
Resource Persons:
Musselwhite, Christopher, 582
Smith, Jim Arthur, 592
Spears, Larry, 593
Resource Organizations:
Robert K. Greenleaf Center, 615

SETTINGS
Bibliography:
Sarason, Creation of settings, 412

SHACKLETON, ERNEST
Bibliography:
Lansing, Endurance, 423

SHARED LEADERSHIP
Exercises:
Partnerships Exercises, 376
Bibliography:
Kokopeli, Leadership for change, 432
Weiss, D-R model of coleadership, 443
Resource Persons:
Miller, Lorna, 580
Reckmeyer, William J., 587
Rossing, Boyd E., 589

SIMULATIONS
Course or Program:
Jenkins-Vanderbilt University (TN), 141
Exercises:
See Exercises & simulations, pp. 364-38
Bibliography:
Lombardo, Leaders on the line, 497
Christopher, Leadership training, 501
Fluegelman, New games book, 503
Jones, Simulations: A handbook, 503
Jones, Sourcebook of management, 503
Lewis, Experiential and simulation, 504
Lombardo, Looking Glass, Inc, 504
Pfeiffer, UA training technologies, 506
Resource Persons:
Meredith, Sam T., 579
Musselwhite, Christopher, 582

SIMULATIONS - DESIGN
Bibliography:
Greenblat, Designing games &, 503

SIMULATIONS - DIRECTORIES
Bibliography:
Horn, Guide to simulations/games, 503

SITUATIONAL LEADERSHIP
Instruments:
Leader Behavior Analysis II, 344
Leadership Effectiveness Profile, 346
Power Perception Profile, 354
Exercises:
Choosing a Leadership Style, 366
Follow the Leader, 371
Leader Style and Change Exercise, 373
Situational Leadership Simulator, 380
Bibliography:
Blank, A test of the situational, 391
Graeff, Situational leadership, 393
Tannenbaum, How to choose a, 397
Caskey, Leadership style and, 399
Hersey, Management of organizational, 439
Carew, Group development and, 443
Atwater, Relative importance of, 463
Hersey, Life cycle of leadership, 464
Vroom, Leadership & decision making, 478
Vroom, New leadership: managing, 478
Wood, Leader's brief: Teaching, 486
Fiedler, Improving leadership, 488

Films & Videos:
Situational leadership, 531

SMITH COLLEGE (MA)
Course or Program:
Lowance-Smith Management Program, 277

SMITH, DAVID
Course or Program:
North Central College (IL), 180

SMITH, JAMES C.
Course or Program:
Butler University (IN), 237

SOCIAL CHANGE
Bibliography:
Bisesi, Strategies for success, 391
McWhinney, Alternative realities, 396
Cleveland, Knowledge executive, 399
Davidson, The top of the world, 407
Burns, Uncommon sense, 409
Drucker, New realities, 409
Lassey, Leadership & social change, 411
Naisbitt, Megatrends, 411
Naisbitt, Megatrends 2000, 411
Burns, Political leadership in, 416
Lipman-Blumen, Gender roles and, 433
Morrison, Black political, 434
Powell, Women and men in management, 434
Berkley, Administrative revolution, 437
Jones, Sustaining hand, 445
Zander, Effective social action, 446
Jacobs, Cities & the wealth of, 447
Cleveland, Future executive, 460
Vroom, Managing participation, 477
Wilson, Leadership for change, 499

SOCIAL FORCES
Exercises:
Star Power, 380
Bibliography:
Gardner, Morale, 410
Murray, Losing ground: American, 411
Silk, The American establishment, 415
Alinsky, Rules for radicals, 417
Pearce, Communication, action &, 474
Bellingham, Ethical leadership, 479
Resource Persons:
Whicker, Marcia L., 599

SOCIAL INSTITUTIONS
Bibliography:
Drucker, New realities, 409
Silk, The American establishment, 415

SOCIAL INTERACTION
Bibliography:
Sarason, Creation of settings, 412
Blau, Exchange and power in social, 437
See Also Interpersonal Relations

SOCIAL REFORM
Resource Persons:
Rosi, Eugene, 589

SOCIAL VALUES
Exercises:
Vanatin: Group Decision Making, 383
Bibliography:
Gardner, Morale, 410
Golding, Lord of the flies, 410
Lombardo, Values in action, 481

SOCIETY
Exercises:
Star Power, 380

SOCIOLOGY OF LEADERSHIP
Course or Program:
Willis-University of Michigan, 199
Bibliography:
Kerr, Substitutes for leadership, 394
Mills, The power elite, 411
Shoemaker, A study of reputational, 445
Selznick, Leadership in administrat, 461

SOUTHERN BAPTIST THEOLOGICAL
Course or Program:
White-Ministry of Leadership, 70

SPEARS, LARRY
Course or Program:
Robert K. Greenleaf Center, 274

SPIRIT
Bibliography:
Owen, Spirit: Transformation &, 440

SPORTS
Bibliography:
Curtis, Scrutinizing the skipper, 392
Hogan, Personological dynamics, 393
Smoll, Leadership behavior in sport, 396

STANFORD UNIVERSITY
Course or Program:
Stanton-Public Policy/Urban Studies, 77

STANTON, TIMOTHY K.
Course or Program:
Stanford University, 77

STATUS
Exercises:
Position Power, 377
Role Power: Understanding Influence, 379

STRATEGIC LEADERSHIP
Course or Program:
Vicere-Pennsylvania State University, 269
Farson-Western Behavioral Sciences, 292
Resource Persons:
Robbins, Shelley, 587
Vicere, Albert A., 596

STREET SMARTS
Instruments:
Tacit Knowledge Inventory, 361

STRESS MANAGEMENT
Bibliography:
Tubesing, Structured experiences, 508
Resource Persons:
Bull, Bernard F., 552
Kindler, Herbert, 573

STROUSE, RHONDA
Course or Program:
University of Kentucky, 196

STRUCTURING
Instruments:
Leadership Opinion Questionnaire, 346
Least Preferred Co-worker Scale, 350
Supervisory Behavior Description, 360
T-P Leadership Questionnaire, 361

STUDENT AFFAIRS FUNCTION
Course or Program:
Bucci-Kutztown University (PA), 17
Breeze-Mead - Kennesaw State College, 178
Hellweg-Univ of Wisconsin-Stevens Pnt, 229
Exercises:
Student Activities Allocation, 380
Resource Persons:
Brown, Patrick, 552
Dickson, Gary L., 559
St. Germain, Pat, 593

STUDENT LEADERSHIP
Course or Program:
Bucci-Kutztown University (PA), 17
Henry-Texas Tech University, 83
Biggs-Univ of Southern California, 130
Breeze-Mead - Kennesaw State College, 178

Balderson-Robert Morris College (PA), 187
Strouse-University of Kentucky, 196
Quinn-University of Missouri St Lou, 207
Gupta-Univ of Wisconsin-Whitewater, 233
Knott-Rotary Youth Leadership Camp, 318
Hallatt-Univ of Wisconsin-Eau Clair, 321
Mayo-Virginia State University, 323
Faron-LeaderShape, Inc., 326
Instruments:
Campbell Leadership Index, 340
Developmental Advising Inventory, 341
Leadership Skills Assessment, 348
Leadership Skills Inventory, 349
Student Leadership Practices Inventor, 358
Exercises:
Student Activities Allocation, 380
Bibliography:
DeJulio, Measurement of leader, 453
Erwin, Motivation & students', 453
Loeb, From volunteerism to politics, 461
Jones, Alternative methods of, 484
Follis, Design & evaluation of, 491
Maher, Fostering student leadership, 492
Sisk, Leadership development for, 492
Brown, National leadership programs, 493
Fertman, All students are leaders, 495
Roberts, Student leadership program, 495
Simonds, A beginners guide to, 495
Spitzberg, Introduction to campus, 495
Hunter, A causal analysis of, 496
Singleton, Managerial motivation, 496
Muntz, Leadership development appro, 499
Roberts, Student leadership program, 499
Blimling, The resident assistant, 509
Shinn, Leadership development, 513
Films & Videos:
Take me to your leaders, 531
Resource Persons:
Adler, Beth, 545
Brown, Martha, 551
Chambers, Glen A., 553
Cosgrove, Thomas J., 555
Dawson, Rich, 557
Demuth, Carol, 558
Faron, Alice, 561
Folsom, Clint, 562
Gallineau, Tim, 563
Goodman, Adam J., 563
Guiliano, Neil, 565
Hallatt, Douglas, 565
Hawkins, Gerald G., 568
Hellweg, Julie M., 569
Herlihy, Colleen M., 569
Jenkins, William W., 571
Johnson, Cynthia Wolf, 571
Karnes, Frances A., 572
Kovach, Barbara, 573
Lucas, Nance, 575
Lynch, Charles F., 575
Mateer, Richard A., 577
Matusak, Larraine, 577
Miller, Cheryl, 580
Mullendore, Richard, 582
Nestor, David, 583
Powell, Sharon Rose, 585
Sanderson, Donald R., 590
See Also College Students

STUDENT ORGANIZATIONS
Course or Program:
Bucci-Kutztown University (PA), 17
Biggs-Univ of Southern California, 130
Willis-University of Michigan, 201
Hellweg-Univ of Wisconsin-Stevens Pnt, 229
Gupta-Univ of Wisconsin-Whitewater, 233
Resource Persons:
Adler, Beth, 545
Brown, Martha, 551
Chambers, Glen A., 553
Mateer, Richard A., 577
Quinn, Michael, 585

SUBSTITUTES FOR LEADERSHIP
Instruments:
Substitutes for Leadership Scale, 358
Bibliography:
Howell, Substitutes for leadership, 394
Kerr, Substitutes for leadership, 394
Miner, The uncertain future of, 396
Vanderslice, Separating leadership, 397
Dreilinger, Beyond the myth, 436
Manz, Searching for the unleader, 443

SUCCESSION, LEADERSHIP
See Leadership Transitions

SUNY AT BINGHAMTON
Course or Program:
Avolio-Kellogg Leadership Program, 284

SUPERINTENDENTS
Instruments:
Humanistic Leadership Questionnaire, 342
Bibliography:
Mink, Creative leadership, 475
Resource Persons:
Shively, Robert W., 592

SUPERVISORS
See Managers

SURVEYS
Bibliography:
Radin, Leadership training for, 428
Jones, Alternative methods of, 484
Heasley, Extension leadership, 488
Porter, Management education &, 490
Gregory, What the good ones do, 492
Kaye, Leadership training, 492
Brown, National leadership programs, 493
Pence, State of the art in manageme, 494
Rich, Programs for training citizen, 494
Roberts, Student leadership program, 495
Spitzberg, Introduction to campus, 495

SURVIVAL
Exercises:
Desert Survival Situation, 367
Subarctic Survival Situation, 381
Turnaround--A Business Simulation, 382

SYSTEMS LEADERSHIP
Exercises:
Piedmont Apparel, 376
Bibliography:
Jaques, Executive leadership, 459
Resource Persons:
Groff, Warren H., 564
Reckmeyer, William J., 586

TAO TE CHING
Bibliography:
Heider, Tao of leadership, 401

TASKS OF LEADERSHIP
Bibliography:
Petrie, Levels of leader development, 485

TAYLOR, KEN
Course or Program:
University of Southern California, 130

TEACHERS
Bibliography:
Cuban, Managerial imperative, 456

TEACHERS AS LEADERS
Bibliography:
Bolin, Empowering leadership, 452
Sergiovanni, Value-added leadership, 458
Resource Persons:
Bennett, Diane T., 547

TEACHING OF LEADERSHIP
Exercises:
Leadership Discussion Exercises, 373

TEAMS
Course or Program:
Vicere-Pennsylvania State University, 269
Bibliography:
Hackman, Groups that work, 443
Manz, Searching for the unleader, 443
Hirshorn, Managing the new team, 444
Reddy, Team building: Bluprints, 445
Schrage, Shared minds, 445
Francis, Improving work groups, 511
Films & Videos:
Leading a service team, 527
A team leader's day, 531
Resource Persons:
Campbell, Richard, 553
McDade, Sharon, 578
Nemerowicz, Gloria, 582
Rosi, Eugene, 589
Snodgrass, Wilder, 593
Warwick, Ron, 598
Watson, Eugene R., 598
See Also Self-Managed Teams

TECHNICAL LEADERSHIP
Course or Program:
Vicere-Pennsylvania State UniversitY, 265
Exercises:
Piedmont Apparel, 377
Bibliography:
Hackman, Groups that work, 443
Resource Persons:
Pearson, Alan, 584
Wutzdorff, Allen J., 600
See Also Engineering

TEXAS TECH UNIVERSITY
Course or Program:
Henry-Advanced Leadership Class, 83

THEORY X AND Y
Exercises:
Rhetoric & Behavior, 378

THEORY Z
Bibliography:
Ouchi, Theory Z, 450

THOMPSON, DIANE
Course or Program:
Columbia College (SC), 10

TIME MANAGEMENT
Bibliography:
Peters, Leadership: Sad facts &, 447
Bliss, Getting things done, 467
Engstrom, Managing your time, 510
Resource Persons:
Bull, Bernard F., 552

TOP LEVEL LEADERSHIP
See High level leadership

TRAINING GUIDES & RESOURCES
Bibliography:
Johnson, Joining together: group, 444
Heasley, Extension leadership, 488
Olmstead, Management & supervisory, 490
Simonds, A beginners guide to, 495
Baird, Training & development source, 500
Bard, Trainer's professional dev, 500
Christopher, Leadership training, 501
Colorado, Planning a workshop, 501
Craig, Training & development, 501
Eitington, The winning trainer, 502
Fetteroll, Trainer's resource 1987, 502
Fluegelman, New games book, 503
Greenblat, Designing games &, 503
Heron, Facilitator's handbook, 503
Jones, Simulations: A handbook, 503

Mayo, Complete book of training, 504
McLean, Consultants directory, 504
Newstrom, Games trainers play, 505
Peters, Human resource dev instrument, 506
Pfeiffer, 1992 annual, 506
Pfeiffer, 1992 annual: Developing, 506
Pfeiffer, Handbook of structured, 506
Pfeiffer, Reference guide to handbook, 506
Pfeiffer, UA training technologies, 506
Pike, Creative training techniques, 506
Scannal, More games trainers play, 507
Silberman, Active training, 507
Smith, How to be an effective trainer, 507
Tubesing, Structured experiences, 508
Van Velsor, Feedback to managers, 508
VanGundy, Creative problem solving, 508

TRANSACTIONAL LEADERSHIP
Instruments:
Leadership Report, 348
Multifactor Leadership Questionnair, 352
Bibliography:
Bass, From transactional to, 391
Komives, Gender differences in, 428
Deluga, Relationship of, 481

TRANSFORMATIONAL LEADERSHIP
Course or Program:
Avolio-SUNY at Binghamton, 284
Instruments:
Leadership Report, 348
Multifactor Leadership Questionnaire, 352
Bibliography:
Bass, From transactional to, 391
Deluga, Relationship of trans, 392
Bennis, Leaders: the strategies, 398
Rogers, New paradigm leadership, 408
Komives, Gender differences in, 428
Owen, Spirit: Transformation &, 440
Bennis, Leadership transforms vision, 447
Tichy, Transformational leader, 452
Avolio, Leading in the 1990s, 463
Bass, Transformational leadership, 470
Adams, Transforming leadership, 472
Bass, Leadership & performance, 472
Resource Persons:
Bass, Bernard, 546
Miles, C. Sue, 580

TRENDS
Bibliography:
Naisbitt, Megatrends, 411
Naisbitt, Megatrends 2000, 411

TROY STATE UNIVERSITY
Course or Program:
Hawkins-Honors Seminar in Leadership, 85

TRUST
Exercises:
Developing Trust: A Leadership Skill, 368
Prisoners' Dilemma, 377
Bibliography:
Atwater, Relative importance of, 463
Films & Videos:
The credibility factor, 521

U.S. GOVERNMENT
Bibliography:
Graubard, Excellence and leader, 410

U.S. HISTORY
Bibliography:
Bailey, Pugnacious presidents, 414
Wofford, Of Kennedys and kings, 416
Broder, Changing of the guard, 417
Greenstein, Leadership in the, 419
Gilbert, Westering man, 423

U.S. MILITARY ACADEMY
Bibliography:
Adams, Women at West Point, 458

UNION INSTITUTE (CA)
Course or Program:
Murry-Seminar in Leadership Studies, 288

UNIONS
See Labor Unions

UNITED NATIONS
Bibliography:
Urquhart, World in need of leadership, 412

UNIV OF SO CAROLINA
Course or Program:
Romine-Leadership Development Program, 216

UNIVERSITY OF CALIFORNIA
Course or Program:
Farson-International Leadership Forum, 292

UNIVERSITY OF COLORADO
Course or Program:
Goodman-PLC Leadership Courses, 88

UNIVERSITY OF DENVER
Course or Program:
Waterman-Leadership for the 21st Cent, 295

UNIVERSITY OF FLORIDA
Course or Program:
Bolton-Leadership Dev for Extension, 98

UNIVERSITY OF GEORGIA
Course or Program:
Langone-Community Leadership, 310

UNIVERSITY OF KENTUCKY
Course or Program:
Strouse-Established Leadership Inst, 196

UNIVERSITY OF MARYLAND
Course or Program:
Lucas-Women & Leadership, 101

UNIVERSITY OF MICHIGAN
Course or Program:
Willis-Emerging Leader Program, 199

UNIVERSITY OF MISSOURI
Course or Program:
Quinn-Freshman Leadership Council, 207

UNIVERSITY OF NEBRASKA
Course or Program:
Dillon-Advantage: Leadership, 110

UNIVERSITY OF NORTH CAROLINA
Course or Program:
Watson-Leadership Behavior & Org Chan, 112

UNIVERSITY OF PUGET SOUND
Course or Program:
Millard-Leadership: Theory & Practice, 116

UNIVERSITY OF RICHMOND (VA)
Course or Program:
Prince-Jepson School of Ldshp Studies, 211

UNIVERSITY OF SOUTH CAROLINA
Course or Program:
Schwab & Rex-Leadership Dev & High, 123

UNIVERSITY OF SOUTHERN CALIF
Course or Program:
Biggs-Gender Issues in Leadership, 127
Biggs-Greek Leadership, 130

UNIVERSITY OF VERMONT
Course or Program:
Larson-Seminar in Org. Leadership, 133

UNIVERSITY OF VIRGINIA
Course or Program:
Decker-Leadership in Educational Admi, 138

UNIVERSITY OF WISCONSIN
Course or Program:
Hallatt-Leadership Program, 220

UNIVERSITY OF WISCONSIN-EAU
Course or Program:
Hallatt-Leadership Institute, 321

UNIVERSITY OF WISCONSIN-MADI
Course or Program:
Miller-Wisconsin Ldshp Educ Network, 313

UNIVERSITY OF WISCONSIN-STEV
Course or Program:
Hellweg-Four Year Leadership Program, 229

UNIVERSITY OF WISCONSIN-WHIT
Course or Program:
Gupta-Four Year Leadership Program, 233

URBAN LEADERSHIP
Course or Program:
Avolio-SUNY at Binghamton, 284
Bibliography:
Caro, Power broker: Robert Moses, 422
Jones, Sustaining hand, 445
Jacobs, Cities & the wealth of, 447
Resource Persons:
Cushmore, Marcia Casey, 556
See Also Community Leadership

VALUES
Instruments:
Managerial Work Values Scale, 352
Exercises:
Value Dilemmas, 383
Bibliography:
Covey, Leading by compass, 479
Francis, Unblocking organizational, 480
Hitt, Ethics and leadership, 480
Resource Persons:
Brenegar, Edwin R., III, 551
Fairholm, Gil W., 560
Geerling, Ellen Newman, 563
Kovach, Barbara, 573
Meek, Bob, 579
Millard, C. W., 580
Robbins, Shelley, 587
Smith, David C., 592
Taylor, Robert L., 595
Resource Organizations:
Center for Values Based Leadership, 614
See Also Ethics
See Also Organizational Values

VANDERBILT UNIVERSITY (TN)
Course or Program:
Jenkins-Leadership: Theory & Practice, 141

VICERE, ALBERT A.
Course or Program:
Pennsylvania State University, 264

VIDEO TAPES
Resource Persons:
Kovach, Barbara, 573
See Films and Videos

VIRGINIA STATE UNIVERSITY
Course or Program:
Mayo-Jack and Jill of America, Inc., 323

VISIONARY LEADERSHIP
Instruments:
The Visionary Leader, 362
Exercises:
Blind Leadership, 365
Rubicon, 379

Bibliography:
  Parker, Creating shared vision, 451
  Adams, Transforming leadership, 472

VISIONIZING
Bibliography:
  Parnes, Visionizing, 476

VOLUNTEER LEADERSHIP
Course or Program:
  Bolton-University of Florida, 98
  Avolio-SUNY at Binghamton, 284
  McCluskey-The Washington Center, 329
Bibliography:
  Weiss, D-R model of coleadership, 443
  Loeb, From volunteerism to politics, 461
  Ellis, By the people, 462
  Ellis, From the top down, 462
  Ilsley, Enhancing the volunteer, 462
  Lawson, Leadership is everybody's, 462
  O'Connell, Effective leadership, 462
  Rich, Programs for training citizen, 494
  Lawson, Lead on, 512
Films & Videos:
  Together: Volunteer-to-volunteer, 532
Resource Persons:
  Easton, Edward, 560
  Hougen, Roy, 570
  Raak, Martha, 586
  Safrit, Dale, 590
Resource Organizations:
  Independent Sector, 616
  Institute for Conservation Leadership, 617

WALDSTEIN, FREDRIC A.
Course or Program:
  Wartburg College (IA), 145

WALKER, JOSEPH
Bibliography:
  Gilbert, Westering man, 423

WARREN, V.
Course or Program:
  Austin Peay State University (TN), 162

WARTBURG COLLEGE (IA)
Course or Program:
  Waldstein-Leadership Theories & Pract, 145

WASHINGTON CENTER
Course or Program:
  McCluskey-Washington, D.C., 329

WASHINGTON, GEORGE
Bibliography:
  Schwartz, George Washington and, 413

WATERMAN, ELLEN K.
Course or Program:
  University of Denver, 295

WATSON, EUGENE R.
Course or Program:
  Univ of North Carolina at Chapel Hill, 112

WEAST, PHILLIP
Course or Program:
  Austin Peay State University (TN), 165

WEEMS, LOVETT H., JR.
Course or Program:
  Saint Paul School of Theology (MO), 65

WEST POINT
See U.S. Military Academy

WESTERN BEHAVIORAL SCIENCES
Course or Program:
  Farson-International Leadership For, 292

WHITE, ERNEST
Course or Program:
  Southern Baptist Theological Seminary, 70

WILDERNESS EDUCATION
Course or Program:
  Drury-North Country Community College, 39
Bibliography:
  Phipps, Experiential leadership educ, 498
  Cockrell, The wilderness educator, 499
Resource Persons:
  Drury, Jack K., 559
  Ratz, Jim, 586
Resource Organizations:
  Wilderness Education Association, 621
See Also Outdoor Leadership

WILLIS, SHAY
Course or Program:
  University of Michigan, 199

WISCONSIN LEADERSHIP EDUC NE
Course or Program:
  Miller-University of Wisconsin, 313

WOMEN AND LEADERSHIP
Films & Videos:
  Management & leadership skills for, 528

WOMEN IN LEADERSHIP
Course or Program:
  Thompson-Columbia College (SC), 10
  Lucas-University of Maryland, 101
  Center for Creative Leadership (NC), 245
  Lowance-Smith College (MA), 277
  Waterman-University of Denver, 295
  Alexander-Public Ldshp Educ Network, 327
Instruments:
  Attitudes Toward Women as Mgrs Scal, 338
Bibliography:
  Britton, Developing leadership, 425
  Curcio, Women as leaders, 426
  Denmark, Styles of leadership, 426
  Ernst, Women in higher education, 427
  Hollander, Some issues in, 427
  Noe, Women and mentoring, 428
  Radin, Leadership training for, 428
  Reed, Women leaders in small groups, 428
  Rosener, Ways women lead, 429
  Adams, Effective leadership, 430
  Astin, Women of influence, 430
  Barber, Women leaders in American, 430
  Catalyst, Women in corporate America, 430
  Von Glinow, Women in corporate Amer, 430
  Cohen, Tender power, 431
  Fawcette Center, Women in leadership, 431
  Forisha, Outsiders on the inside, 431
  Helgesen, The female advantage, 431
  Hoferek, Going forth: Women's, 431
  Jensen, Women who want to be boss, 432
  Josefowitz, Paths to power, 432
  Kanter, Men & women of the corp, 432
  Kokopeli, Leadership for change, 432
  LeVeness, Women leaders in politics, 433
  Leavitt, Women in administration, 433
  Loden, Feminine leadership, 433
  Melia, Breaking into the boardroom, 433
  Morrison, Breaking the glass, 434
  Welch, Networking: The great new, 435
  Adams, Women at West Point, 458
  Shakeshaft, Women in educational, 458
  Kaye, Leadership training, 492
Films & Videos:
  Getting to know Barbara, 523
  Leadership skills for women, 526
  Looking at leadership, 527
Resource Persons:
  Bassett, Lois R., 547
  Bennett, Diane T., 547
  Edelman, Dee, 560
  Harwood, Patricia, 568
  Kelly-Radford, Lily, 573
  Lowance Susan C., 575
  Mitchell, Peter, 581
  O'Brien, Kathleen A., 583
  Raak, Martha, 586
  Ritter, Debora A., 586
  Robbins, Shelley, 587
  Roby, Pamela, 588
  Sandler, Bernice, 590
  St. Germain, Pat, 593
  Sugerman, Sara, 595
  Waterman, Ellen K., 598
  Willis, Shay, 600
  Winner, Linda, 600
Resource Organizations:
  W. K. Kellogg Foundation, 610
  Catalyst, 613
  Public Leadership Education Network, 621

WOMEN IN MANAGEMENT
See Women in Leadership

WOMEN IN ORGANIZATIONS
Bibliography:
  Forisha, Outsiders on the inside, 431
  Rizzo, Integration of women in, 434

WOMEN'S LEADERSHIP PROGRAM
Course or Program:
  Center for Creative Leadership (NC), 245
  Lowance-Smith College (MA), 277

WORK AND FAMILY
See Also Private vs. public life

WORK OF MANAGERS
See Managerial Work

WORK VALUES
Instruments:
  Managerial Work Values Scale, 352

WORLD WAR II
Films & Videos:
  The bridge on the river Kwai, 519
  Churchill: Voice of a lion, 520
  Command decision, 521
  Democrat and the dictator, 521
  General Della Rovere, 523
  Twelve o'clock high, 532

YOUNG, DENNIS
Course or Program:
  Case Western Reserve University, 239

YOUTH
See Pre-College Students

YOUTH LEADERSHIP
Course or Program:
  Martin-Concordia College (MN), 300

ZEN
Bibliography:
  Low, Zen and creative management, 455

BIBLIOGRAPHY AUTHORS

- **ABSHIRE, D. M.**
  - The leadership debate 391
- **ABURDENE, P.**
  - Megatrends 2000: Ten new 411
- **ADAIR, J. E.**
  - The building blocks for good leader 463
- **ADAMS, J.**
  - Effective leadership for women and 430
  - Women at West Point 458
- **ADAMS, J. D.**
  - Transforming leadership: From vision 472
- **AGOR, W. H.**
  - Intuition in organizations 466
- **ALINSKY, S.**
  - Rules for radicals 417
- **ANDERSON, L. R.**
  - Toward a two-track model of leader 497
- **ANDERSON, WAYNE P.**
  - Leadership enhancement 491
- **ARAM, J. D.**
  - Management dilemmas 413
- **ARGYRIS, C.**
  - Increasing leadership effectiveness 487
- **ARTER, J. A.**
  - Assessing leadership and managerial 500
- **ASHOUR, A. S.**
  - Leader influence through operant 481
- **ASTIN, A. W.**
  - Maximizing leadership effectiveness 454
- **ASTIN, H. S.**
  - Women of influence, women of vision 430
- **ATHOS, A. G.**
  - The art of Japanese management 451
- **ATWATER, L. E.**
  - The relative importance of 463
- **AUTRY, J. A.**
  - Love and profit 466
- **AVOLIO, B. J.**
  - Leading in the 1990s 463
  - Transformational leadership and 470
- **BACHELOR, L. W.**
  - The sustaining hand 445
- **BADARACCO, J. L. JR.**
  - Leadership and the quest for integ 479
- **BAILEY, F. G.**
  - Humbuggery and manipulation 466
- **BAILEY, T. A.**
  - The pugnacious presidents 414
- **BAIRD, L.**
  - The performance management sourcebook 452
  - Training & development sourcebook 500
- **BALDRIDGE, J. V.**
  - Policy making and effective 454
- **BALIGA, B. R.**
  - Emerging leadership vistas 402
- **BALLEW, A. C.**
  - UA training technologies. 506
- **BARBER, J. D.**
  - Presidential character 422
  - Women leaders in American politics. 430
- **BARD, R.**
  - Trainer's professional development 500
- **BARNARD, C.**
  - The functions of an executive 397
- **BARNES, D. F.**
  - Charisma and religious leadership 470
- **BASS, B. M.**
  - From transactional to transformationa 391
  - Bass & Stodgill's handbook 398
  - Leadership and interpersonal behavior 405
  - The inspirational processes 470
  - Leadership and performance beyond 472
- **BATES, M. M.**
  - Group leadership 443
- **BAUER, B. G.**
  - Leadership enhancement 491
- **BAVELAS, A.**
  - Leadership: Man and function 391
- **BEATTY, R. W.**
  - The performance management sourcebook 452
- **BEBB, M.**
  - Transformational leadership and 470
- **BELL, C. R.**
  - Trainer's professional development 500
- **BELLAH, R. N.**
  - Habits of the heart 409
- **BELLINGHAM, R.**
  - Leadership: Myths and realities 466
  - Ethical leadership: A competitive 479
- **BENNIS, W. G.**
  - The unconscious conspiracy: Why 398
  - Leaders: The strategies for taking 398
  - John E. Jones interviews W. Bennis 407
  - The four competencies of leadership 446
  - The artform of leadership 447
  - Leadership transforms vision into act 447
  - The new breed of leaders 465
  - Why leaders can't lead 467
- **BERKLEY, G. E.**
  - The administrative revolution 437
- **BETZ, D.**
  - Cultivating leadership 509
- **BIANCHI, S.**
  - Warmups for meeting leaders 501
- **BICK, P. A.**
  - Business ethics and responsibility 480
- **BIEHL, B.**
  - Increasing your leadership confidence 467
- **BILLY, C. (ED.).**
  - Bricker's international directory 493
- **BIRNBAUM, R.**
  - How'm I doin' 452
  - How colleges work 454
- **BISESI, M.**
  - SMR forum: Strategies 391
- **BLAKE, R. R.**
  - Theory and research for developing 391
- **BLANCHARD, K. H.**
  - Organizational change through 438
  - Management of organizational behavior 439
  - Group development and situational 443
  - Life cycle theory of leadership 464
  - The one minute manager 467
- **BLANK, W.**
  - A test of the situational leadership 391
- **BLAU, P. M.**
  - Exchange and power in social life 437
- **BLEEDORN, B. D.**
  - Creative leadership for a global 409
- **BLIMLING, G. S.**
  - The resident assistant 509
- **BLISS, E. C.**
  - Getting things done 467
- **BLODGETT, T. B.**
  - Developing executive leaders 487
- **BLUMENSON, M.**
  - The many faces of George S. Patton 421
- **BOGUE, E. G.**
  - The enemies of leadership 454
- **BOLES, H. W.**
  - Introduction to educational leadersh 455
- **BOLIN, F. S.**
  - Empowering leadership. 452
- **BOLMAN, L. G.**
  - Reframing organizations 438
- **BOONE, L. E.**
  - The great writings in management 398
- **BOWEN, D. D.**
  - The great writings in management 398
- **BOWEN, D. E.**
  - Substitutes for leadership 394
- **BOWLES, P.**
  - The visit: A tragi-comedy 409
- **BOYATZIS, R. E.**
  - The competent manager 467
- **BRADFORD, D. L.**
  - The postheroic leader 392
  - Influence without authority. 482
  - Managing for excellence 487
- **BRADFORD, L. P.**
  - Making meetings work 510
- **BRECHTEL, J. B.**
  - Leaders in high schools? 491
- **BRIDGES, S.**
  - Women as leaders 426
- **BRITT, S. K.**
  - What the good ones do 492
- **BRITTON, V.**
  - Developing leadership skills in 425
- **BRODER, D. S.**
  - Changing of the guard 417
- **BROWN, P.**
  - National leadership programs resource 493
- **BRUCE, J. S.**
  - The intuitive pragmatists 447
- **BRYSON, J.**
  - A political perspective on leadership 435
- **BULLITT, S.**
  - To be a politician 417
- **BURDIN, J. L.**
  - School leadership: A contemporary 455
- **BURKE, W. W.**
  - Leadership: Is there one best 463
- **BURNS, J. M.**
  - Leadership 398
  - Uncommon sense 409
  - Political leadership in America 416
  - Wellsprings of political leadership 416
  - Roosevelt: The lion and the fox 422
- **BURSK, E. C.**
  - Developing executive leaders 487
- **BURTON, B.**
  - Levels of leader development 485
- **BUTLER, D. C.**
  - Improving management practices 491
- **BUTLER, J.**
  - Warmups for meeting leaders 501
- **CALVACCA, L.**
  - The new breed of leaders 465
- **CAMPBELL, C.**
  - Managing the presidency 418
- **CAMPBELL, D. P.**
  - If I'm in charge here 510
- **CANN, A.**
  - Gender stereotypes and dimensions 425
- **CAREW, D. K.**
  - Group development and situational 443
- **CARO, R. A.**
  - The years of Lyndon Johnson 422
  - The power broker: Robert Moses 422
- **CAROSELLI, M.**
  - The language of leadership. 473
- **CARROLL, S. J.**
  - Organizational behavior 438
- **CASKEY, F.**
  - Leadership style and team process 399
- **CATALYST**
  - Women in corporate management 430
- **CEDERHOLM, L.**
  - Developing leadership in internat 485
- **CHAFFEE, E. E.**
  - Collegiate culture & leadership 455
- **CHAMPION, J. M.**
  - Critical incidents in management 487
- **CHAPMAN, E. N.**
  - Learning to lead 511
- **CHAPPELL, K. E.**
  - Teaching managers leadership 496
- **CHARY, S. N.**
  - New concepts in leadership effective 463
- **CHEMERS, M. M.**
  - Improving leadership effectiveness 488

CHILDERS, E.
A world in need of leadership 412
CHRISTIE, R.
The Machiavellis among us 478
CHRISTOPHER, E. M.
Leadership training through gaming 501
CLARK, K. E.
Measures of leadership. 399
Teaching undergraduates to be leaders 491
CLARK, M. B.
Measures of leadership. 399
CLAY, K.
The school administrator's resource 455
CLEAVES, A.
The guide to simulations/games for 503
CLEMENS, J. K.
The classic touch 414
CLEMENT, S. D.
Executive leadership: A practical 459
CLEMMER, J.
The V.I.P. strategy. 510
CLEVELAND, H.
The knowledge executive 399
The future executive 460
COCKRELL, D.
The wilderness educator 499
COHEN, A. R.
The postheroic leader 392
Influence without authority. 482
Managing for excellence 487
COHEN, B.
Leadership: Myths and realities. 466
Ethical leadership: A competitive 479
COHEN, M. D.
Leadership and ambiguity 455
COHEN, S. S.
Tender power 431
COHEN, W. A.
The art of the leader. 399
CONGER, J. A.
The dark side of leadership. 392
Toward a behavioral theory of charis 470
Dimensions of executive charisma 471
Charismatic leadership: The elusive 472
Inspiring others: The language of 473
CONNOR, P. E.
Managing organizational change 438
COONS, A. E.
Leader behavior: Its description 406
COOPERRIDER, D. L.
Appreciateive management 441
CORNWALL-JONES, A. T.
Education for leadership 409
COVEY, S. R.
Leading by compass. 479
Principle-centered leadership. 480
Seven habits of highly effective 510
CRAIG, R. L.
Training and development handbook 501
CRIBBIN, J. J.
Leadership: Strategies for organizat 487
CRONEN, V. E.
Communication, action, and meaning 474
CRONIN, T. E.
The state of the presidency 418
Thinking and learning about leadersh 484
CROSBY, P. B.
Running things: The art of making 399
CSOKA, L. S.
A relationship between leader intell 464
CUBAN, L.
The managerial imperative 456
CULBERTON, J. A.
Leadership horizons in education 453
CUMING, P.
The power handbook 482
CUMMINGS, L. L.
Leadership, participation, and 400
Behavioral strategies to improve 464
CURCIO, J.
Women as leaders 426
CURTIS, B.
Scrutinizing the skipper 392
CURTIS, D. V.
Policy making and effective 454
CURTIS, K.
Leadership: Nine keys to success. 512
CZUDNOWSKI, M. M.
Political elites and social change 418
DACHLER, H. P.
Emerging leadership vistas 402
DANIELS, M. M.
Realistic leadership 448
DAVENPORT, J. A.
Introduction to educational leadersh 455
DAVIDSON, H. J.
The top of the world is flat 407
DAVIES, G.
Leading people 498
DAVIS, K. E.
The status of black leadership 426
DAVIS, T. R.
Defining and researching leadership 392
DE GAULLE, C.
The edge of the sword. 414
DEAL, T. E.
Reframing organizations 438
DEJULIO, S. S.
Measurement of leadership potential 453
DELAHAYE, B. L.
How to be an effective trainer 507
DELUGA, R. J.
Relationship of transformational 392
DEMAUSE, L.
The making of a fearful leader 421
DENMARK, F. L.
Styles of leadership 426
DENNISON, B.
Challenges in educational management 456
DEVER, E. L.
The measurement of leadership 453
DEVRIES, D. L.
Looking Glass, Inc. 504
DIMOCK, H. G.
Groups: Leadership & group develop 438
DOBBINS, G. H.
Sex differences in leadership 426
DOIG, J. W.
Leadership and innovation 460
DONANT, F. D.
Leadership is everybody's business 462
Lead on! A complete handbook 512
DORFMAN, P. W.
Substitutes for leadership 394
DRATH, W. H.
Beyond ambition 488
High hurdles 511
DREILINGER, C.
Beyond the myth of leadership style 436
DRUCKER, P. F.
The new realities 409
The changing world of the executive 448
The effective executive 448
DUBOIS, P. H.
The complete book of training 504
DURRENMATT, F.
The visit: A tragi-comedy 409
DYE, T. R.
Who's running America?: The Reagan 418
Who's running America?: The conser 418
DYER, F. C.
Bureaucracy vs. creativity 476
DYER, J. M.
Bureaucracy vs. creativity 476
EAGLY, A. H.
Gender and leadership style 426
Gender and the emergence of leaders 426
EBERSPACHER, J.
Mentor relationships in academic 427
ECKER, G.
Policy making and effective leader 454
EGAN, G.
Change-agent skills A 501
Change-agent skills B 502
EICHINGER, R. W.
Twenty-two ways to develop leadership 502
EITINGTON, J. E.
The winning trainer 502
EKPO-UFOT, A.
A course in leadership and human 491
ELLIS, R. J.
Organizational leadership 475
ELLIS, S. J.
From the top down 462
By the people 462
ELLSWORTH, R. R.
Leadership and the quest for integr 479
ELMORE, P. B.
Developing leadership skills in 425
ELSNER, P. A.
Meeting the challenges with new 484
ENGLISH, C. B.
The art of leading meetings 509
ENGSTROM, T. W.
Managing your time 510
ERIKSON, E. H.
Gandhi's truth: On the origins of 422
ERNST, R. J.
Women in higher education leadership 427
ERWIN, T. D.
Motivation and students' participat 453
FAIRHOLM, G. W.
Values leadership 460
FAWCETTE CENTER FOR TOMORROW
Women in leadership 431
FAZZINI, D.
How charisma cloaks incompetence. 471
FELDHUSEN, J. F.
Design and evaluation of a summer 491
Application of a three-stage model 496
FERNALD, L. S., JR.
The underlying relationship between 475
FERTMAN, C.
All students are leaders. 495
FETTEROLL, E.
The 1987 trainers resource 502
FIEDLER, F. E.
Validation and extension 392
Leadership effectiveness 393
New approaches to effective 400
A theory of leadership effectiveness 400
Improving leadership effectiveness 488
FISHER, J. L.
Leaders on leadership: The college 456
FISHER, R.
Getting to yes 474
FLUEGELMAN, A.
The new games book 503
FOLKERTSMA, M. J., JR.
Ideology and leadership. 418
FOLLIS, H.
Design and evaluation of a summer 491
FORISHA, B. L.
Outsiders on the inside: Women and 431
FOX, W. M.
Effective group problem solving 477
FRANCIS, D.
Unblocking organizational values. 480
Improving work groups 511
The self-made leader 513
FREEDMAN, A.
Mass line leadership 413
FREEMAN, D. S.
Lee's lieutenants 423
FRIEDMAN, S. D.
Leadership succession 448
FROST, P. J.
Organizational reality 438
FUNKHOUSER, G. R.
The ropes to skip & the ropes to know 440
GABARRO, J. J.
The dynamics of taking charge 448
GALAGAN, P. A.
Execs go global, literally. 492
GALE RESEARCH INC.
Seminars directory. 493

GALE, L. L.
Gender and leadership 427
GALLOWAY, D. R.
Management and supervisory training 490
GARCIA, J. E.
New approaches to effective 400
GARDNER, J. W.
Leaders and followers 393
On leadership. 400
The antileadership vaccine 407
Self-renewal 410
Morale 410
Leadership: The role of community 484
GARINO, A.
Programs for training citizen leaders 494
GARNER, L. H., JR.
Leadership in human services 461
GAVENTA, J.
Power and powerlessness 414
GENEEN, H. S.
Managing 448
GERSHENFELD, M. K.
Groups: Theory and experience 444
Making groups work: A guide for group 444
GEZI, K.
The role of leadership in inner-city 453
GILBERT, B.
Westering man: The life of Joseph 423
GILMORE, T. N.
The splitting of leadership 395
Making a leadership change 488
GLASMAN, N. S.
Evaluation-based leadership 456
GOLDING, W.
The lord of the flies 410
GOLDMAN, B. H.
Outsiders on the inside: Women and 431
GOODMAN, R.
Image at the top 451
GOODWIN, D. K.
True leadership 393
GORDON, T.
Leader effectiveness training 488
GOULDNER, A. W.
Studies in leadership: Leadership 400
GRAEFF, C. L.
The situational leadership theory 393
GRAHAM, J. W.
Servant-leadership in organizations 470
GRAUBARD, S. P.
Excellence and leadership in a democ 410
GRAY, J. W.
Skills for leaders. 467
GREEN, M. F.
Leaders for a new era 456
GREEN, S. G.
A test of the situational leadership 391
GREENBLAT, C. S.
Designing games and simulations 503
GREENLEAF, R. K.
Servant leadership: A journey into 410
GREENSTEIN, F. I.
Leadership in the modern presidency 419
The hidden-hand presidency 423
GREGORY, R. A.
What the good ones do 492
GRIFFIN, L. J.
Leadership is everybody's business 462
GUEST, R. H.
Organizational change 438
GUETHS, J.
The academic entrepreneur 457
GUTHRIE, E.
Process politics: A guide for group 511
HACKMAN, J. R.
Groups that work (and those that 443
HACKMAN, M. Z.
Leadership: A communication perspect 474
HAGBERG, J.
Real power 482
HALBERSTAM, D.
The powers that be 419
The best and the brightest 423
HALEY, A.
The autobiography of Malcolm X 424
HALL, B. P.
Leadership through values 480
HALLINGER, P.
Approaches to administrative 494
HANNAH, M. E..
Toward an understanding of power 401
HARE, A. P.
Handbook of small group research 444
The small group 444
HARRIS, P. R.
High performance leadership 468
HARRISON, F. C.
Spirit of leadership 401
HARVEY, J. B.
The Abilene paradox and other 474
HAYES, J. L.
Preparing future leaders 484
HEASLEY, D. K.
Extension leadership development 488
Directory of state-wide rural 494
HEIDER, J.
The Tao of Leadership 401
The leader who knows how things 413
HEIFETZ, R. A.
Teaching and assessing leadership 496
HEIM, P.
Learning to lead: An action plan 511
HEIN, D.
Essays on Lincoln's faith and 424
HEIN, E. C.
Contemporary leadership behavior 461
HELGESEN, S.
The female advantage: Women's ways 431
HELLER, T.
Leaders and followers 401
HELLRIEGEL, D.
Organizational behavior 439
HERON, J.
The facilitator's handbook 503
HERSEY, P.
Organizational change through 438
Management of organizational behavior 439
Life cycle theory of leadership 464
HERZBERG, F.
The motivation to work 468
HICKMAN, C. R.
Mind of a manager: Soul of a leader 401
HILL, N. C.
The effect of self-esteem on 393
HIRSCHORN, L.
Managing the new team environment 444
HITT, W. D.
Thoughts on leadership 401
Ethics and leadership 480
The leader-manager 511
HODGE, L. M.
Teaching and assessing leadership 496
HODGETTS, R. M.
Real managers 468
HODGKINSON, C.
The philosophy of leadership 402
HOFEREK, M. J.
Going forth: Woman's leadership issue 431
HOFSTEDE, G.
Motivation, leadership, and organiza 408
HOGAN, J. C.
Personological dynamics of leadership 393
HOGAN, R.
How charisma cloaks incompetence. 471
HOLLANDER, E. P.
Leadership dynamics: A practical 402
Some issues in comparing women and 427
HOLTON, G.
Excellence and leadership in a democ 410
HOMES, V.
Key events in executives' lives 489
HORN, R. E.
The guide to simulations/games 503
HOUSE, R. J.
Path-goal theory of leadership 394
HOWARD, A.
Leadership in a declining work ethic 394
HOWELL, J. P.
Substitutes for leadership 394
HUGHES, M. W.
Gender differences in the development 435
HUNT, J. G.
Leadership: A new synthesis. 402
Crosscurrents in leadership 402
Emerging leadership vistas 402
Contingency approaches to leadership 403
Leadership: Beyond establishment view 403
HUNTER, F.
Top leadership, U.S.A 419
HUNTER, J. E.
A causal analysis of attitudes 496
HUNTER, R. F.
A causal analysis of attitudes 496
HYNES, K.
Application of a three-stage model 496
IACOCCA, L.
Iacocca: An autobiography 423
IJIRI, Y.
New directions in creative and innova 476
ILSLEY, P. J.
Enhancing the volunteer experience 462
JACOBS, T. O.
Leadership and exchange in formal 403
JAGO, A. G.
Leadership: Perspectives in theory 394
Managing participation 477
The new leadership 478
JAMES, D. C.
Command crisis: MacArthur and 413
JAMES, J. H.
Critical incidents in management 487
JAMISON, K.
Team building 445
JANIS, I. L.
Groupthink 477
Crucial decisions 477
JAQUES, E.
Executive leadership: A practical 459
JENSEN, M.
Women who want to be boss. 432
JERIMIER, J. M.
Substitutes for leadership 394
JOHNS, G.
Leader influence through operant 481
JOHNSON, B. T.
Gender and leadership style 426
JOHNSON, C. D.
Group leadership 443
JOHNSON, C. E.
Leadership: A communication perspect 474
JOHNSON, D. P.
Dilemmas of charismatic leadership 471
JOHNSON, D. W.
Joining together 444
JOHNSON, F. P.
Joining together 444
JOHNSON, S.
The one minute manager 467
JOHNSON, S. P.
A practical procedure for training 500
JOHNSTON, J. S., JR.
Educating managers 488
JOINER, C. W.
Leadership for change. 449
JONES, A.
Teaching and assessing leadership 496
JONES, B. D.
The sustaining hand 445
JONES, J. D.
Alternative methods of assisting 484
JONES, J. E.
John E. Jones interviews W. Bennis 407
Handbook of structured experiences 506
JONES, K.
A sourcebook of management simulation 503
Simulations: A handbook for teachers 503

JORDON, D.
A new vision for outdoor leadership 498
JOSEFOWITZ, N.
Paths to power 432
JOUVENAL, BERTRAND DE
On power: Its nature and the history 483
JULES, F.
Native Indian leadership. 427
KAHN, S.
Organizing: A guide for grassroots 446
KANTER, R. M.
Men and women of the corporation 432
Dilemmas of managing participation 436
The change masters 439
KANUNGO, R. N.
Toward a behavioral theory of charis 470
Dimensions of executive charisma 471
Charismatic leadership 472
KAPLAN, R. E.
Beyond ambition 488
High hurdles 511
KARAU, S. J.
Gender and the emergence of leaders 426
KAYE, B. L.
Leadership training 492
KEARNS, D.
Lyndon Johnson and the American dream 423
KEEGAN, J.
The mask of command. 414
KELLERMAN, B.
Leadership: Multidisciplinary 403
Leadership and negotiation 410
The president abroad 416
Political leadership 419
Women leaders in American politics. 430
KELLEY, G.
A political perspective on leadership 435
KELLY, C. M.
The interrelationship of ethics 479
KENNEDY, D. M.
Power and responsibility: Case studie 483
KERR, S.
Substitutes for leadership: Some 394
Substitutes for leadership: Their 394
KETS DE VRIES, M. F. R.
Leaders who self-destruct 464
Prisoners of leadership. 468
Prisoners of leadership. 471
Power and the corporate mind 483
KHUN, R. L.
New directions in creative 476
KIDDER, T.
The soul of a new machine 449
KING, A. S.
Evolution of leadership theory. 394
KING, M. L., JR.
Why we can't wait 432
KOESTENBAUM, P.
Leadership: The inner side of great 449
KOFODIMOS, J. R.
Beyond ambition 488
High hurdles 511
KOKOPELI, B.
Leadership for change 432
KOLB, D. A.
Organizational psychology 439
KOMIVES, S. R.
Gender differences in the relation 428
KORDA, M.
Power: How to get it, how to use it 483
KORMANSKI, C.
Leadership strategies for managing 473
KOTTER, J. P.
The general managers 449
The leadership factor 449
A force for change 449
Power, success, and organizational 481
KOUZES, J. M.
The leadership challenge 403
Relating leadership and credibility 465
KRANTZ, J.
Lessons from the field: An essay 395
The splitting of leadership 395
KRAUS, R. G.
Recreation leadership today 446
KRAUS, W. A.
Collaboration in organizations 439
KROEGER, O.
Type talk 512
KRUG, S. E.
Psychware sourcebook, 1987-88. 504
KRÜGER, P.
The new breed of leaders 465
LAIRD, D.
The training and development source 500
LAKE, L. K.
Managing organizational change 438
LAKEY, G.
Leadership for change 432
LANSING, A.
Endurance 423
LANTIS, M.
Two important roles in organizations 436
LARSON, K.
Measurement of leadership potential 453
LARSON, L. L.
Crosscurrents in leadership 402
Contingency approaches to leadership 403
LASSEY, W. R.
Leadership and social change. 411
LATHAM, G. P.
Behavioral strategies to improve 464
LAWSON, J. D.
Leadership is everybody's business 462
Lead on! A complete handbook 512
LAWSON, L. G.
Lead on! 512
LEAVITT, J.
Women in administration 433
LEE, C.
Followership: The essence of leader 395
LELAND, C.
Women of influence, women of vision 430
LESLIE, J. B.
Feedback to managers 1991. Vol I 508
Feedback to managers. Volume II 508
LESSEM, R.
Developmental management 450
LEVENESS, F. P.
Women leaders in contemporary 433
LEVINE, A.
When dreams and heroes died 457
LEVINSON, H.
Executive 403
CEO: Corporate leadership in action 450
LEWIS, L. H.
Experiential and simulation technique 504
LIBERTY, L.
Should education leaders be humanis 453
LIKERT, J. G.
New ways of managing conflict. 474
LIKERT, R.
New patterns of management 404
New ways of managing conflict. 474
LILIENTHAL, D. E.
Management: A humanist art 411
LINDSAY, B.
A lamp for Diogenes 484
LINDSEY, E. H.
Key events in executives' lives 489
LIPMAN-BLUMEN, J.
Gender roles and power 433
LIPPITT, G.
Leadership: A performing art 436
Entrepreneurial leadership 475
LIPPITT, R.
The changing leader-follower 395
LITTLE, M.
The autobiography of Malcolm X 424
LOBEL, S.
Global leadership competencies 408
LODEN, M.
Feminine leadership 433
LOEB, P.
From volunteerism to politics. 461
LOMBARDO, M. M.
Great truths that may not be 395
Looking at leadership 404
Leadership: Where else can we go? 404
Management homilies 447
What makes a top executive? 465
Off the track 469
Values in action 481
How do leaders get to lead? 484
The lessons of experience 489
Leaders on line 497
Twenty-two ways to develop leadership 502
Looking Glass, Inc. 504
LONG, J. A.
All students are leaders. 495
LOPIS, J. E.
A causal analysis of attitudes 496
LOSONCY, L.
The motivating leader 512
LOYE, D.
The leadership passion 414
LUKES, S.
Power: A radical review 483
LUNDY, J. L.
Lead, follow or get out of the way 468
LUTHANS, F.
Defining and researching leadership 392
Real managers 468
LYNDON, J. T.
The effect of a supervisory develop 496
MABEY, C.
A model for leadership development 499
MACCOBY, M.
The leader: A new face for 404
MACHIAVELLI, N.
The prince 415
MACKENZIE, R. A.
Managing your time 510
MACKINNON, D. W.
In search of human effectiveness 476
MADSEN, R.
Habits of the heart 409
MAHER, R.
Fostering student leadership 492
MAIER, N. R.
Problem-solving discussions and 478
MANCHESTER, W.
The last lion: Winston Spencer Church 424
American Caesar: Douglas MacArthur 424
MANDEL, S.
Effective presentation skills 512
MANNING, G.
Leadership: Nine keys to success. 512
MANSFIELD, H. C., JR.
Machiavelli's new modes and order 415
MANZ, C. C.
Self-leadership: Toward an expanded 436
Searching for the unleader 443
Social learning theory 464
Superleadership 485
Superleadership: Leading others 489
MARCH, J. G.
Leadership and ambiguity 455
Ambiguity & command 478
MARCUS, S.
Minding the store 450
MARCUS-MENDOZA, S. T.
Motivation and students' participatio 453
MARGERISON, C. J.
Management development bibliography 489
MARSICK, V. J.
Developing leadership in internationa 485
MASSARIK, F.
Leadership and organization 441
MAUSNER, B.
The motivation to work 468
MAXCY, S., JR.
Should education leaders be humanisti 453
MAY, E. R.
Thinking in time 420
MAYER, D. F.
The classic touch 414

MAYO, G. D.
  The complete book of training 504
MCCALL, M. W., JR.
  Great truths that may not be 395
  Leaders and leadership 404
  Leadership: Where else can we go? 404
  Management homilies 447
  What makes a top executive? 465
  Off the track 469
  Conjecturing about creative leaders 475
  Key events in executives' lives 489
  Lessons of experience 489
  Leaders on line 497
  Looking Glass, Inc.: University 504
MCCARTHY, M. J.
  The ethical dimension of educational 453
MCCASKEY, M. B.
  The executive challenge 476
MCCAULEY, C. D.
  Effective school principals 457
  Developmental experiences in manageri 490
MCCLELLAND, D. C.
  Power: The inner experience 483
MCELHENY, R.
  Beyond the myth of leadership style 436
MCFARLAND, A. S.
  Power and leadership in pluralist 419
MCFEELY, W. S.
  Grant: A biography 424
MCGREGOR, D.
  Leadership and motivation: Essays 404
MCINTYRE, J. M.
  Organizational psychology 439
MCKIBBIN, L. E.
  Management education and development 490
MCLEAN, J.
  Consultants and consulting 504
MCNEIL, A.
  The V.I.P. strategy. 510
MCWHINNEY, W.
  Alternative realities 396
MEIER, A.
  On the role of Martin Luther King 421
MELIA, J.
  Breaking into the boardroom 433
MENDEZ, C.
  The integration of women in the 434
MERCER, A. K.
  Women in corporate America 430
MERRILL, M. H.
  A practical procedure for training 500
METS, L. A.
  Key resources on higher education 457
MIDLARSKY, E.
  Toward an understanding of power 401
MILES, J. C.
  Adventure education 505
MILLER, L. K.
  A practical procedure for training 500
MILLER, P. A.
  Connecting with self and others 513
MILLER, S.
  Connecting with self and others 513
MILLER, W. C.
  Can leaders be developed? 485
MILLER, W. S.
  Process politics 511
MILLS, C. W.
  The power elite 411
MILTENBERGER, L. J.
  The resident assistant 509
MINER, J. B.
  The uncertain future of the leaders 396
MINK, O.
  Creative leadership 475
MINTZBERG, H.
  The manager's job: Folklore and fact 396
  The nature of managerial work 469
MITCHELL, T. R.
  Path-goal theory of leadership 394
  People in organizations 439
  Behavioral strategies to improve 464
MITCHELL, V. F.
  Organizational reality 438
MOORE, C. M.
  Group techniques for idea building 505
MOORE, K. M.
  The role of mentors in developing 485
MORGAN, G.
  Riding the waves of change 405
  Leadership: The management of meaning 437
MORGENTHAU, H. J.
  Essays on Lincoln's faith and 424
MORRILL, R. L.
  Leadership education: A new threshold 492
MORRIS, D. J.
  Innovation: The changing perception 396
MORRIS, M.
  The new breed of leaders 465
MORRIS, T. D.
  Taking charge in Washington 417
MORRISON, A. M.
  Breaking the glass ceiling 334
  The lessons of experience 489
MORRISON, M. K. C.
  Black political mobilization 434
MORSINK, C.
  Women as leaders 426
MORTON, T. M.
  Leadership 473
MOSCOW, A.
  Managing 448
MOUTON, J. S.
  Theory and research for developing 391
MUELLER, R. K.
  Leading-edge leadership 436
MUNTZ, P. H.
  Leadership development approaches. 499
MURPHY, J.
  Approaches to administrative 494
MURRAY, C.
  Losing ground: American social policy 411
MURRELL, K. L.
  Empowerment in organizations 442
MYERS, M. R.
  Leadership and attitudes 454
NADLER, L.
  The 1987 trainers resource 502
  The comprehensive guide to successful 505
NADLER, Z.
  The 1987 trainers resource 502
  The comprehensive guide to successful 505
NAISBITT, J.
  Megatrends: Ten new directions 411
  Megatrends 2000: Ten new 411
NANCE, E. E.
  The black community and the leadershi 428
NANUS, B.
  Leaders: The strategies for taking 398
  The leader's edge 412
  Leadership: Doing the right thing 465
NAPIER, R. W.
  Groups: Theory and experience 444
  Making groups work: A guide for group 444
NATEMEYER, W. E.
  Classics of organizational behavior 440
NEIDER, L. L.
  Leadership theory and development 485
  Leadership training interventions 486
  Making leadership effective 498
NEILSEN, E. H.
  Empowerment strategies 482
NEJEDLO, R. J.
  Mentoring and networking 490
NEUSTADT, R. E.
  Presidential power and the modern 419
  Thinking in time 420
NEWMAN, A. S.
  Follow me: The human element in 459
NEWMAN, R. G.
  Thoughts on superstars of charisma 471
NEWSTROM, J. W.
  Games trainers play 505
  More games trainers play 507
NICHOLSON, M. J.
  Contemporary leadership behavior 461
NIX, H. L.
  A study of reputational community 445
NOE, R. A.
  Women and mentoring 428
NORD, W. R.
  Organizational reality 438
NOVAK, W.
  Iacocca: An autobiography 423
NOYES, K. H.
  By the people 462
NSIEE.
  National directory of internships 494
NUNALLY, E. W.
  Connecting with self and others 513
O'BALLANCE, E.
  IRA leadership problems 408
O'CONNELL, B.
  Effective leadership in voluntary 462
OATES, S. B.
  Let the trumpet sound: The life of 424
ODIORNE, G. S.
  The human side of management 450
  Competence versus passion. 465
OHLOTT, P.
  Traps and pitfalls in the judgment 490
OLMSTEAD, J. A.
  Management and supervisory training 490
OLMSTED, M. S.
  The small group 444
OTT, J. S.
  The organizational culture perspectiv 440
OUCHI, W.
  Theory Z 450
OWEN, H.
  Spirit: Transformation and developmen 440
PARISI-CAREW, E.
  Group development and situational 443
PARKER, M.
  Creating shared vision 451
PARNES, S. J.
  Visionizing. 476
PARRISH, M. E.
  Power and responsibility 483
PASCALE, R. T.
  The art of Japanese management 451
PASSOW, A. H.
  Styles of leadership training 485
PAULMAN, R.
  The measurement of leadership 453
PEARCE, W. B.
  Communication, action, and meaning 474
PENCE, E.
  State-of-the-art in management dev 494
PERLMAN, B.
  The academic entrepreneur 457
PERRIN, K.
  National leadership training center 499
PETERS, D.
  Directory of human resource develop 506
PETERS, T. J.
  Leadership: Sad facts and silver 447
  In search of excellence 451
  Thriving on chaos 451
PETERSON, M. F.
  Leadership, organizations, and cult 441
PETERSON, M. W.
  Key resources on higher education 457
PETRIE, T. A.
  Levels of leader development 485
PETRULLO, L.
  Leadership and interpersonal behavior 405
PFEFFER, J.
  Who gets power 482
PFEIFFER, A. L.
  Skills for leaders. 467
PFEIFFER, J. W.
  Reference guide to handbooks 506
  The 1992 annual: Developing 506
  UA training technologies 506
  Handbook of structured experiences 506

PHILLIPS, K.
Loyalists and revolutionaries 417
PHIPPS, M.
Experiential leadership education. 498
PIKE, R. W.
Creative training techniques handbook 506
PLACHY, R. J.
Leading vs. managing: A guide 396
PLATZ, S. J.
Sex differences in leadership 426
PODSAKOFF, P. M.
Substitutes for leadership 394
PORTER, L. W.
Management education and development 490
PORTNOY, R. A.
Leadership: What every leader should 507
POSNER, B. Z.
The leadership challenge 403
Relating leadership and credibility 465
POWELL, G. N.
Women & men in management 434
POWELL, J. A.
Mentoring and networking 490
PRESTON, J. C.
Teaching managers leadership 496
PREWITT, K.
The ruling elites 415
PRIEST, S.
Outdoor leadership training 498
Adventure education 505
PUFFER, S. M.
Attributions of charismatic leaders 471
QUINLIVAN-HALL, D.
In search of solutions 513
RADIN, B. A.
Leadership training for women 428
RASKIN, R.
How charisma cloaks incompetence 471
REDDY, W. B.
Team building 445
REED, B. G.
Women leaders in small groups 428
REED, N.
State-of-the-art in management dev 494
REINHARTH, L.
The missing ingredient in organizat 465
REJAI, M.
Loyalists and revolutionaries 417
RENNER, P.
In search of solutions 513
RICE, D.
Beyond the myth of leadership-style 436
RICH, P.
Programs for training citizen leaders 494
RICHARDSON, W. B.
Application of a three-stage model 496
RICHEY, D.
Warmups for meeting leaders. 501
RILEY, G. L.
Policy making and effective leader 454
RITCHIE, J. B.
The effect of self-esteem on 393
RITTI, R. R.
The ropes to skip & the ropes to know 440
RIZZO, A.
The integration of women in the workp 434
ROBBINS, S. P.
Organizational behavior 440
ROBERTS, D. C.
Student leadership programs in higher 495
Student leadership program model 499
ROBINSON, B.
Beyond the myth of leadership-style 436
RODEN, S.
Management development bibliography. 489
ROGERS, J. L.
New paradigm leadership 408
ROGERS, R.
Creative leadership 475
ROHNKE, K.
Cowstails & cobras 507
ROSENBACH, W. E.
Contemporary issues in leadership 405
Leadership: Challenges for today's 406
Military leadership 459
ROSENER, J.
Ways women lead. 429
ROSENKRANTZ, S. A.
Real managers 468
ROSENTHAL, S.
CEO: Corporate leadership in action 450
ROSSING, B. E.
Wisconsin CES Leadership Impact Study 497
ROST, J. C.
Leadership for the twenty-first 405
ROTHBERG, D. L.
Insecurity and success in organizatio 405
ROUSH, J. A.
Leadership education 492
ROWLEY, K. A.
Teaching and assessing leadership 496
ROY, R. H.
The cultures of management 440
RUBIN, I. M.
Organizational psychology 439
RUBIN, J. Z.
Leadership and negotiation 410
RUCH, R. S.
Image at the top 451
RUDERMAN, M.
Traps and pitfalls in the judgment 490
RUSSELL, A. M.
The new breed of leaders 465
RUSTOW, D. A.
Philosophers & kings: Studies 405
SAFIRE, L.
Leadership 406
SAFIRE, W.
Leadership 406
SALANCIK, G. R.
Who gets power 482
SANTELLANES, D.
Leadership in the Hispanic community 429
SARASON, S.
The creation of settings 412
SARGENT, A. G.
The androgynous manager. 429
SARTHORY, J. A.
The ethical dimension of educational 453
SASHKIN, M.
Leadership and social change. 411
SAWHILL, I. V.
Challenge to leadership 412
SAYLES, L. R.
Leadership: Managing in real organiza 469
SCANNELL, E. E.
Games trainers play 505
More games trainers play 507
SCHALLER, L. E.
Getting things done 469
SCHEELE, A. M.
Leadership training. 492
SCHEIN, E.
Organizational culture and leadership 441
SCHERREI, R. A.
Maximizing leadership effectiveness 454
SCHIFFER, I.
Charisma: A psychoanalytic look 473
SCHLESINGER, A. M.
Robert Kennedy and his times 424
SCHMIDT, W. H.
How to choose a leadership pattern 397
SCHNEIER, C. E.
The performance management sourcebook 452
The training and development source 500
SCHRAGE, M.
Shared minds 445
SCHRIESHEIM, C. A.
Emerging leadership vistas 402
Leadership: Beyond establishment 403
Leadership theory and development 485
Leadership training interventions 486
Making leadership effective 498
SCHULL, B. D.
How to be an effective group leader 445
SCHUTZ, W.
Leaders of schools 458
SCHWARTZ, B.
George Washington and the Whig 413
SCOTT, R. F.
Scott's last expedition 425
SEKARAN, U.
Leadership: Beyond establishment 403
SELZNICK, P.
Leadership in administration 461
SENGE, P. M.
The leader's new work 437
The fifth discipline 441
SERGIOVANNI, T. J.
Value-added leadership 458
Is leadership the next great training 486
SESSOMS, H. D.
Leadership and group dynamics 446
SHAKESHAFT, C.
Women in educational administration 458
SHEEHY, G.
Character: America's search for lead 420
SHENTON, K.
Challenges in educational management 456
SHINN, G.
Leadership development 513
SHOEMAKER, D. J.
A study of reputational community 445
SIEGFRIED, W. D.
Gender stereotypes and dimensions 425
SILBERMAN, M.
Active training: A handbook of 507
SILK, L.
The American establishment 415
SILK, M.
The American establishment 415
SIMONDS, P. W.
• A beginner's guide to leadership 495
SIMONTON, D. K.
Presidential style: Personality 417
Why presidents succeed 420
SIMS, H. P., JR.
Searching for the unleader 443
Social learning theory 464
Superleadership 485
Superleadership: Leading others 489
SINDER, R. M.
Teaching and assessing leadership 496
SINETAR, M.
Developing leadership potential 486
SINGER, M.
Cognitive correlates of adolescents 429
SINGLETON, T. M.
Managerial motivation development 496
SISK, D. A.
Leadership development for cross-cult 492
SISLER, G.
Mentor relationships in academic 427
SLAVIN, M. J.
Leadership and attitudes 454
SLOCUM, J. W., JR.
Organizational behavior 439
SMIRCICH, L.
Leadership: The management of meaning 437
SMITH, B. J.
How to be an effective trainer 507
SMITH, J. E.
INROADS: Preparing minorities 429
SMITH, L. E.
Leadership training through gaming 501
SMITH, M.
Leading people 498
SMITH, P. B.
Leadership, organizations, and cultur 441
SMITH, R. E.
Scrutinizing the skipper 392
Leadership behavior in sport 396
SMOLL, F. L.
Scrutinizing the skipper 392
Leadership behavior in sport 396

SNYDERMAN, B. B.
  The motivation to work 468
SOUTHERN, W. T.
  Leadership and attitudes 454
SPITZBERG, I. J., JR.
  Introduction to campus programs 495
SRIVASTVA, S.
  Appreciative management and leader 441
  Executive integrity 481
STAW, B. M.
  Leadership, participation, and 400
STEPHEN, L.
  The trainer's professional develop 500
STEVENSON, J. L.
  Leadership and group dynamics 446
STEWART, R.
  Contrasts in management 490
STOCKDALE, J. B.
  Educating leaders 486
STOGDILL, R. H.
  Leader behavior: Its description 406
  Historical trends in leadership 413
STONE, A.
  The ruling elites 415
STUPAK, R. J.
  The androgynous manager 429
STUPAK, V. C.
  The androgynous manager. 429
SUDANOWICZ, E.
  A field perspective on the PMI prog 460
SULLIVAN, W. M.
  Habits of the heart 409
SWEENEY, J. P.
  Women leaders in contemporary 433
SWIDLER, A.
  Habits of the heart 409
TACK, M. W.
  Leaders on leadership: The college 456
TANNENBAUM, R.
  How to choose a leadership pattern 397
  Leadership and organization 441
TAYLOR, R. L.
  Contemporary issues in leadership 405
  Leadership: Challenges for today's 406
  Military leadership 459
TERRILL, R.
  Mao: A biography 425
TETRAULT, L. A.
  Leadership training interventions 486
THARENOU, P.
  The effect of a supervisory develop 496
THOMAS, A. B.
  Does leadership make a difference 437
THOMAS, G. L.
  Conducting public meetings 513
THOMPSON, H.
  Leadership through values 480
THOMPSON, K. W.
  Ten presidents and the press 415
  Essays on leadership: Comparative 420
THUSEN, J. M.
  Type talk 512
TICHY, N.
  Transformational Leader 452
TIERNEY, W. C.
  Collegiate culture & leadership 455
TIMPE, A. D.
  Leadership: Volume 3 in Facts on File 406
TIPTON, S.
  Habits of the heart 409
TJOSVOLD, D.
  Working together to get things done 442
TOMMERUP, P.
  Stories about an inspiring leader 472
TORBERT, W. R.
  The power of balance 412
TOSI, H. L.
  Organizational behavior 438
TOUBY, L.
  The new breed of leaders 465
TUBESING, N. L.
  Structured exercises in stress manage 508
TUBESING. D. A.
  Structured exercises in stress manage 508
TUCKER, R. C.
  Politics as leadership 420
TURCOTTE, W. E.
  Leadership vs. management 458
TWIGGER, W.
  Leading people 498
ULLOM, C.
  Student leadership program model. 499
URQUHART, B.
  A world in need of leadership 412
URY, W.
  Getting to yes 474
VAILL, P. B.
  Managing as a performing art 406
VAN FLEET, D. D.
  Military leadership 459
VAN GELDER, L.
  Carol Gilligan 422
VAN TIL, J.
  Critical issues in American philanthr 461
VAN VELSOR, E.
  Breaking the glass ceiling 434
  Gender differences in the development 435
  Feedback to managers 1991. Volume I 508
  Feedback to managers. Volume II 508
VANCE, M. A.
  Community leadership: A bibliography 446
VANDERSLICE, V. J.
  Separating leadership from leaders 397
VANGUNDY, A. B.
  Creative problem solving 508
VEGA, J. E.
  Hispanic leadership training project 435
VERBURG, K.
  Conducting public meetings 513
VERMA, M. M.
  Gandhi's technique of mass mobiliza 415
VICERE, A. A.
  Break the mold: Strategies for leade 486
  Executive education 497
VOGT, J. F.
  Empowerment in organizations 442
VON GLINOW, M. A.
  Women in corporate America 430
VROOM, V. H.
  Managing participation 477
  The new leadership 478
  Leadership and decision making 478
WACKMAN, D. B.
  Connecting with self and others 513
WALDMAN, D. A.
  Leading in the 1990's 463
  The inspirational processes 470
WALL, J. A.
  Bosses 407
WALLACE, D.
  Building integrity in organizations 479
WALTON, C. C.
  The moral manager 481
WALTON, R. E.
  Managing conflict 474
WARREN, R. P.
  All the kings men 421
WATERMAN, R. H., JR.
  In search of excellence 451
WATKINS, K.
  Creative leadership 475
WATSON, C. M.
  Leadership, management and the seven 466
WEBER, D. A.
  The academic intrapreneur 457
WEBSTER, L.
  The trainer's professional develop 500
WECTER, D.
  The hero in America 415
WEISBORD, M. R.
  Productive workplaces 442
WEISS, J. C.
  The D-R model of coleadership of 443
WEISSINGER-BAYLON, R.
  Ambiguity & command 478
WEITZEL, J. R.
  A test of the situational leadership 391
WELCH, M.
  Networking 435
WELSH, T. M.
  A practical procedure for training 500
WELTE, C. E.
  Management and leadership 397
WESCHLER, I. R.
  Leadership and organization 441
WESTIN, A. F.
  Management dilemmas 413
WHEELAN, S. A.
  Facilitating training groups 509
WHITE, J. B.
  Building integrity in organizations 479
WHITE, R. P.
  Breaking the glass ceiling 434
WILDER, C.
  The presentation kit 513
WILLIAMS, J. C.
  Leadership quest 495
WILLIAMS, T. H.
  Huey Long 425
WILLNER, A. R.
  The spellbinders 421
WILSON, C.
  The sustaining hand 445
WILSON, J. A.
  Leadership in a declining work ethic 394
WILSON, M.
  Survival skills for managers 407
WOFFORD, H.
  Of Kennedys and kings 416
WOOD, J. T.
  The leader's brief 486
WOODCOCK, M.
  Unblocking organizational values. 480
  The self-made leader 513
YAMMARINO, F. J.
  Leading in the 1990's 463
YATES, D.
  Politics of management 442
YETTON, P. W.
  Leadership and decision making 478
YODER, J. D.
  Some issues in comparing women and 427
  Effective leadership for women and 430
YOUNG, D.
  Improving work groups 511
YOUNGS, B. B.
  Identifying and developing 487
YUKL, G. A.
  Managerial Leadership: A review 397
  Leadership in organizations. 442
  Military leadership 459
  Skills for managers and leaders 509
ZALEZNIK, A.
  Managers and leaders 397
  The managerial mystique 452
  Power and the corporate mind 483
ZANDER, A.
  Effective social action by community 446